THIRTY-EIGHTH ANNUAL REPORT

OF THE

# DEPARTMENT OF EDUCATION

OF THE

PROVINCE OF ALBERTA

**1943**

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Edmonton, December 31st, 1943.

To His Honour,

John Campbell Bowen,

*Lieutenant Governor of the Province of Alberta.*

Sir:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1943.

I remain, Sir,

Your obedient servant,

Solon E. Low,

*Minister of Education*

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# Report of the Deputy Minister

THE HONOURABLE SOLON E. LOW,
*Minister of Education,*
Government Building, Edmonton.

SIR:

I have the honour to submit herewith the thirty-eighth annual report of the Department of Education. Statements have been submitted by all Branches of the Department. It is hoped that these may be of general public interest.

During no year in its history has the Department suffered such serious losses in personnel as during 1943. Shortly after the close of the legislative session, the Premier and distinguished head of this Department was stricken with a serious illness which terminated fatally about a month later. During the summer, Superintendent R. H. Liggett of Drumheller died quite unexpectedly. In the late autumn the Secretary of the Department, Mr. M. M. O'Brien, was forced to give up his work, and died suddenly a short time after. Just before the year's close Flt. Lt. J. L. Gibault, Superintendent of St. Paul School Division, was killed on Active Service.

Premier William Aberhart had been Minister of Education for nearly eight years. He brought to his task qualities which made the success of his administration a foregone conclusion. He knew at first hand the needs of education—he was determined that something was going to be done to meet those needs. He had vision, was progressive in point of view and had the courage to give effect to policies of which he approved. It is not too much to say that his leadership amongst heads of Departments throughout Canada was outstanding.

Maurice M. O'Brien joined the staff of the Department in 1907. He was thus the oldest employee in point of years of service. His passing marks a very definite break with the past, since he had been a part of every major educational development since the Department was organized.

Superintendent Liggett had been engaged in supervisory work since 1918. He was due for retirement this year, when his friends hoped he might have many years of well-earned leisure.

Flight-Lieutenant J. Leon Gibault was one of the first of our officials to join the Services. He did excellent work as a recruiting officer in Quebec, and in June, 1943, was selected for service overseas. He was killed during training, and is buried in England.

## OTHER CHANGES IN THE DEPARTMENT

Last year's report recorded the death of Chief Inspector Fuller. Early in January the Government appointed Dr. William H. Swift, Principal of the Calgary Normal School, to succeed Mr. Fuller. Dr. Swift has taken up his work with great enthusiasm, is very popular with the men in the field, and appears likely to become a public servant of the first rank.

Gerald F. Manning, M.A., of the staff of the Edmonton Normal School, was appointed to the vacant Principalship in Calgary. Mr. Manning has done graduate work both in Columbia and the University of Chicago. He has been engaged in the work of teacher education in Alberta for twenty-five years.

At the year's end, Dr. William Grant Carpenter retired from his post as Director of Technical Education, in which he had given distinguished service for more than twenty years. Few people have had a more varied experience than Dr. Carpenter. Since coming to Alberta in 1909 he has served as a high school teacher, a high school principal, a Normal School instructor, a superintendent of city schools, principal of the Provincial Institute of Technology and Art, and finally Director of Technical Education. His outstanding contribution was the introduction of practical courses in General Shop, Household Economics and business subjects in upwards of two hundred centres in the Province.

## The C.N.E.A. Report

The Victoria meeting of the Canada Newfoundland Education Association appointed a committee to investigate and report on the outstanding needs of Canadian education. The findings of this committee appeared in a Report released in the spring of 1943. This survey is probably the most comprehensive and thoroughgoing study of education on a national scale that has yet been made. It listed some 45 recommendations, and urged that present annual educational expenditures be doubled. Dr. Kenneth F. Argue, Associate Professor of Education at the University of Alberta, and the Deputy Minister of Education were the Alberta members of the Survey Committee.

## Changes in the Statutes

Early in the year representations were made to the Department by National Selective Service, the Department of Agriculture, officials of farm organizations and other interested persons that the farm labour situation was likely to become critical in the extreme, especially during the harvest period. Forty per cent. of the 1942 crop in Northern Alberta was still under the snow waiting to be threshed. The proposal was that the school year be changed so as to release high school boys and girls for work during the peak months of September and October. Legislation was enacted which set back the opening of the school year from July 1st to September 1st and setting the date for the opening of the schools at October 12th. In spite of the fact that many unforeseen factors, such as the harvest leave for servicemen, arrival of considerable numbers of experienced farmers from the east, a light crop in a considerable portion of the Province and perfect harvest weather, much valuable service was rendered by the students. Approximately 2,000 pupils from urban schools engaged in farm work. School will be continued until July 15th, 1944, and promotion examinations held between that date and the end of the month. School will re-open on October 1st.

The legislature also increased the statutory minimum for a teacher's salary to $900.00. The immediate effect of this was an upgrading of salary schedules everywhere. By the beginning of the fall term, the average salary for rural teachers was $1,092.69.

This is still a long way short of what it should be. It has had the effect, however, of inducing a considerable number of married teachers to return to the classroom, with the result that the effect of the teacher shortage has not been as great as was originally feared. Another effect of the teacher shortage has been to speed up the closing of small schools and the conveying of the pupils to larger centres. Not less than 250 schools have been closed, and consequently the supply of teachers conserved. At the close of the year, 29 dormitories were in operation, bringing the advantages of a well-rounded education to rural pupils whose education otherwise would have ceased with the completion of the intermediate school.

At the opening of the fall term a policy of providing bonuses as an inducement to successful teachers to accept schools in pioneer and isolated areas was introduced. In the past all such schools either had had broken periods of operation or were served by teachers who had taken them as a last resort. The policy accomplished its purpose from the start, and children accustomed to indifferent service are now receiving instruction at the hands of specially selected people.

### A Streamlined Plan of Teacher Education

The Supervisor of Schools describes in his section of this report a modern programme for the preparation of teachers. In the opinion of experienced educationalists, this is one of the most significant developments in educational policy adopted anywhere in Canada. The ultimate effect of the policy will be to raise the status of every teacher in Alberta schools.

### Reorganization of Education in Rural Areas Completed

The Lac La Biche School Division was organized just before the close of the year. This brings the number of large units to 50, and completes the task of organization. Now not more than 25 or 30 one-room rural schools remain outside the Divisional organization. Legislation is in preparation to give them power to secure their funds by way of requisition on the Department of Municipal Affairs. They will thus be sure of money to meet their financial requirements when they need it.

### The Post-war Reconstruction Committee

One of the first acts of the Reconstruction Committee was to set up a sub-committee on Education. This committee consists of the President of the University as Chairman, the Deputy Minister, Mrs. C. R. Wood, M.L.A., F. G. Buchanan, Superintendent of Schools in Calgary, and George Cormie, Esq. The Supervisor of Schools acts as Secretary. This committee submitted a comprehensive report on the needs of education during the post-war period which will form a part of the findings of the main committee.

### The Alberta Physical Fitness Association

In October, the Dominion Government proclaimed the National Fitness Act which had been passed at the last session of Parliament. This Department took the initiative in calling a representative meeting of persons and organizations interested in various phases of physical education and recreation. The meeting decided to organize the Alberta Physical Fitness Association, which would co-operate with the Federal Department of Health in carrying out

the terms of the National Fitness Act. The Association decided that it would confine its activities to people who were no longer in school, since the schools had a satisfactory programme and the teachers were carrying it out as a part of their routine duties. When the joint Health and Recreation programme carried on as part of the Dominion-Provincial Youth Training enterprise expires next April, the new association will take over.

Attention is called elsewhere in this report to the organization of a Provincial Council on Adult Education and the plans of the Council for emphasizing this phase of educational effort.

### Plans for Re-training Discharged Persons

This Department will co-operate with the Dominion authorities in every way possible in enabling men and women discharged from the Armed Services to get the additional education which they require for their return to civil life. Approximately 100 such persons were in training at the end of the year. Plans are under way (a) for the training of vocational teachers to handle the classes, (b) to ensure sufficient physical accommodation for these classes. Surveys of employment possibilities covering the entire Province have been made and information gathered as to the length and type of training required for each occupation. Representative educationalists are members of each Veterans' Welfare Committee. Everywhere there is a disposition to assist, and the Department is on the alert to mobilize this goodwill to the end that a complete organization may be ready to function when needed.

### A New Departure

In November, a meeting of the Ministers of Education, Deputy Ministers and Regional Directors responsible for the War-Emergency Training Programme, convened by Hon. Hubert Staines of Saskatchewan, met in Calgary. Discussions on such matters as joint action in the selection of Readers, co-operation in reconstruction activities, a policy for the training of vocational teachers, the problem of rehabilitation and training of munition workers, the National Fitness Act, cadet training and Agricultural Education took place. It was agreed that meetings of this sort are very valuable, and that the next one should be held shortly after the close of the 1944 sessions of the legislatures. One practical outcome was the establishment of a school for the training of vocational teachers of the four western provinces in Calgary, to begin work early in the New Year. This got under way as planned with an attendance of 38 teachers.

I have the honour to be, Sir,

Your obedient servant,

G. Fred McNally,
*Deputy Minister.*

# REPORT OF THE SECRETARY OF THE DEPARTMENT OF EDUCATION

During 1943 the Government, through the Department of Education, made the necessary arrangements for the education of deaf and blind children in schools for such children in other provinces. The deaf children were sent to the Mackay Institute at Montreal, the School for Deaf Girls at Montreal, the School for Deaf Boys at Montreal, the School for the Deaf at Saskatoon, Saskatchewan, and the School for the Deaf and Blind at Vancouver. The blind children were sent to the Ontario School for the Blind at Brantford and the Nazareth Institute at Montreal. The total number of deaf children taken care of during the year was 70, and the total number of blind children taken care of was 22.

During the June term, 44 deaf pupils from Alberta attended the Mackay Institute. Seven of these pupils did not return for the fall term, but three new pupils commenced, so that at the end of the year there were 40 pupils in attendance. Three deaf girls attended the School for Deaf Girls at Montreal during the year. Three deaf boys attended the School for Deaf Boys at Montreal during the June term. Two of these did not return for the fall term, but two new pupils commenced, so there were three in attendance at the end of the year. At the School for the Deaf in Saskatoon, eight pupils attended during the June term and two new pupils commenced in September, making a total of ten in attendance at the end of the year. At the School for the Deaf and Blind in Vancouver, there were five Alberta deaf pupils in attendance during the June term. One student did not return in September, so there were just four in attendance at the end of the year. There were 60 Alberta deaf pupils in attendance at Schools for the Deaf as of December 31st, 1943.

There were 21 blind children taken care of at the Ontario School for the Blind at Brantford during the year. Sixteen pupils attended during the June term. Three of these did not return in the fall, but five new pupils commenced, making a total of 18 in attendance at the end of the year. One blind pupil attended the Nazareth Institute for the Blind at Montreal during the year.

The amount expended on behalf of the deaf and blind pupils for the fiscal year ended March 31st, 1943, was $43,604.32.

A grant was made by the Legislature to the Canadian National Institute for the Blind, the amount being $7,500 for the fiscal year ended March 31st, 1943. The amount was equally divided between the two Alberta Boards, the Northern Alberta Board with headquarters in Edmonton and the Southern Alberta Board with headquarters in Calgary. In addition to the Boards, there are at each headquarters, offices for the executive officer, the blind teacher, office assistants and workroom assistants. The executive officers and teachers are blind persons, and the necessary assistants are regularly employed and receive regular salaries. In addition to the grant made by the Legislature, the two Boards find it necessary to obtain additional funds through participation in the Community Chest Campaign and donations from private sources.

### Special Classes

Two sight-saving classes were conducted in the Province, one in Calgary with 16 pupils and one in Edmonton with 10 pupils. Classes for sub-normal pupils were conducted in Calgary, Edmonton and Medicine Hat. The Calgary Public School Board operated six rooms with an enrolment of 90 pupils; the Calgary Separate School Board operated one room with an enrolment of 14 pupils; the Edmonton Public School Board operated six rooms with an enrolment of 85 pupils, and the Medicine Hat School Board operated one room with an enrolment of 17 pupils. A grant representing 50% of the teacher's salary is paid for each of these rooms. The Calgary Public School Board received a total grant of $6,225.06 for the seven rooms operated; the Calgary Separate School Board received a grant of $712.51; the Edmonton Public School Board received a grant of $6,308.27 for the seven rooms operated, and the Medicine Hat School Board received a grant of $763.32.

### Official Auditors

Only 10 new official auditors were appointed during the year 1943. Reports received from auditors were, on the whole, very satisfactory, the Department being notified of but one shortage, which is now in the hands of the Bond Company for settlement.

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## REPORT OF THE SUPERVISOR OF SCHOOLS

(H. C. Newland)

### A.—School Readers

In view of the fact that the Department's contract with the publishers of the "Highroads to Reading" series of school readers will terminate in 1945, the Supervisor of Schools convened a committee to consider the problem of securing a supply of new readers, consisting of Dr. W. H. Swift, Chief Inspector of Schools, Superintendents, Crispo, Evenson and Kunelius, Mr. G. F. Manning, Principal of the Calgary Normal School, and Messrs. McDougall and Gilles, of the Edmonton Normal School. This committee consulted with the staffs of the Normal Schools and of the Normal Practice Schools. This committee made the following recommendations:

(1) Pre-primers ought to be provided for all primary rooms. One pre-primer for each pupil would meet the old-time standard, but it is felt that there should be two or three pre-primers available for the pupils' use in the classroom. It does not take a beginner long to satiate his interest in a single pre-primer.

(2) With respect to readers in the grades, it was agreed that there is need for one basic set, at least, for Grades I, II and III, but there is no real need for books that could be definitely styled as "readers" beyond Grade III. In the first three grades, a basic set of readers, properly graduated as to vocabulary, is an important tool for measuring the growth and development of reading ability. In each classroom, there should be one set of basic readers per pupil, but it would not be necessary that all the sets be the same. Two, or even three, different sets would be desirable.

(3) Instead of a series of readers for Grades IV, V, VI, VII and VIII, what is really needed is a carefully selected list of books which will furnish reading material for an integrated programme of Language, Social Studies, Science, Health and Music. A single set of readers that purvey only "literature" does not fit in with the modern reading programme.

Respecting the present function of school readers, the following observations may be made:

(1) "Literature," in the sense of poetical selections, has now a somewhat different function than in our former programmes for the elementary, intermediate and high-school grades. The recent revision of English 1 for Grade X has stressed the importance of the pupil's learning to read efficiently the kind of material which he has to read in connection with his work in Social Studies, Science and Health.

(2) All modern school programmes are attempting to integrate English and Social Studies. In so far as a series of reading books is to be used for a purpose such as, let us say, the promotion of Canadian unity and Canadian citizenship, the work in Social Studies is likely to be more effective than any work in Literature has ever been.

(3) The question of readers for the higher elementary grades and the intermediate grades is really merged in the larger question of a modern reading programme for these grades, which covers all of the reading which pupils may be required to do as part of their school work.

(4) This very important matter of a reading programme is one which should be discussed by an interprovincial committee, since it is the one problem which must be solved before either the activity programme or the Social Studies programme in intermediate grades can be made really effective. It is almost impossible to get informational material of the kind the publishers need on matters relating to Alberta, the western provinces and Canada as a whole, to say nothing of similar material relating to other countries and parts of the world.

These recommendations will be placed before an Interprovincial Committee, representing the four Western Provinces, that will meet in Saskatoon in March, 1944, to study the problem.

### B.—Supplement to the Programme of Studies for Elementary Grades

The committee that reported on school readers also prepared a Supplement to the Programme of Studies for the Elementary Grades, which is intended to set out the *minimum pupil attainments* that parents, teachers and superintendents should expect to find in the average school. This bulletin should also serve the purpose of harmonizing in-service and normal-school teaching practices, and of establishing a basis for comparing the work of schools in different parts of the Province.

### C.—High School Programme

Two years ago the Department published a *Bulletin on the Revision of the High-School Programme,* outlining a *Project for Study Groups* of teachers and members of Home and School Associations.

In December of last year a *Second Bulletin* was published, offering a *Digest* of reports from curriculum study groups working on the Project outlined in the *First Bulletin.*

This year steps were taken to carry out some, at least, of the recommendations submitted by the reporting groups. On May 22nd and 24th there were separate and joint meetings at the Western Canada High School, Calgary, of committees on English, Social Studies, Mathematics and Science, appointed by the Department, with a High-School Curriculum Revision Committee, appointed by the Alberta Teachers' Association at its Easter Convention, 1943. Many Calgary teachers took part in this conference.

Reports and recommendations from this Calgary conference were submitted to a meeting of a General Committee on High-School Curriculum Revision, held in the Committee Room of the Legislative Chambers on Saturday, June 19th. The following were members of the General Committee:

Dr. W. H. Swift, Chief Inspector of Schools.
Mr. F. G. Buchanan, Superintendent of Schools, Calgary.
Mr. R. S. Sheppard, Superintendent of Schools, Edmonton.
Mr. A. A. O'Brien, Superintendent of Separate Schools, Edmonton.
Mr. H. T. Sparby, Inspector of High Schools, Lethbridge.
Mr. D. M. Sullivan, Inspector of High Schools, Calgary.
Mr. H. C. Sweet, Inspector of High Schools, Calgary.
Dr. M. E. LaZerte, Dean of the Faculty of Education, University of Alberta.
Dr. W. G. Carpenter, Director of Technical Education, Calgary.
Mr. H. E. Tanner, University High School, Edmonton.
Mr. L. A. Broughton, Principal, Provost High School; and A.T.A. Representative on the High School and University Matriculation Examinations Board.
Mr. A. E. Ottewell, President of the Alberta School Trustees' Association; and Registrar of the University of Alberta.
Mrs. T. K. Lockwood, President, Alberta Federation of Home and School Associations, Calgary.
Mr. E. B. Souch, Convener of Committee on Secondary Education, Alberta Federation of Home and School Associations, Edmonton.
Dean G. M. Smith, Faculty of Arts and Science; Dr. E. W. Sheldon, Department of Mathematics; Dr. O. J. Walker, Department of Chemistry; representing the University of Alberta.
Messrs. G. F. Bruce and Leonard C. Bercuson, representing the Correspondence School Branch, Department of Education.
Miss E. Catherine Barclay, Chairman of the A.T.A. Standing Committee on the High-School Curriculum Revision, Western Canada High School, Calgary.

The other members of this Standing Committee were also invited to attend the first meeting of the General Committee:

Mr. M. Dobson, Secretary of the A.T.A. Standing Committee, Western Canada High School, Calgary.
Mr. Stanley Clarke, Principal, Carstairs High School.
Mr. R. V. Clark, Westglen High School, Edmonton.
Mr. W. T. Mel. Fowler, Principal, Grande Prairie High School.
Mr. M. D. McEachern, Principal, Bellevue High School.
Mr. R. I. Baker, Principal, Coaldale High School.
Dr. H. C. Newland, Supervisor of Schools, Department of Education, Chairman.

The Minister of Education and the Deputy Minister were present during part of this session.

The Chairman then recounted briefly the organization and setup of the Curriculum Study Groups throughout the Province, the preparation and printing of the two bulletins outlining the curriculum revision project, the appointment of special committees on English, Social Studies, Science and Mathematics, and the meetings of these

committees in Calgary on May 22-24. He then reviewed the proceedings as reported by the secretaries of the Committees, and recommended that the General Committee proceed to discuss the resolutions and recommendations that had been set out in the reports. He explained that copies of all reports and summaries of the proceedings at the general sessions in Calgary had been mimeographed and distributed, in co-operation with the A.T.A., to all members of the committees that met in Calgary and to all Locals of the A.T.A. This procedure was the most ambitious attempt that the Department had yet made to inform the teachers respecting the progress of the work of revision.

The first and most important matter dealt with at this meeting was the proposed change to a four-year high-school programme. It was first proposed that a four-year programme be set up in sections that could be covered in three years by certain students in certain schools. Against this proposal it was urged that in small schools it is not feasible to offer both a four-year and a three-year programme. The Chairman pointed out that in a sense the resolution would call for a change from the present programme set up on a three-year basis, with provision for certain students to take four years, to a programme set up on a four-year basis, with provision for certain students to take three years. He further stated that the reports summarized in the "Second Bulletin" were practically unanimously in favour of a programme set up on a four-year basis, without, however, adding additional units to the subjects on the programme. In other words, the change proposed in these reports would amount to a reallocation of the subjects now on the three-year programme to a four-year programme. After some further discussion to the effect that English and Social Studies teachers felt that four years are required to do effectively the work in these subjects on the present programme, *it was moved that the whole basic programme for all high-school students be a four-year programme.*

Against the motion, it was urged that no one could say whether students who reached the age, say, of 18 years would stay an additional year in high school, or whether they should stay even if they could. In other words, under the present conditions of labour shortage, which might continue for a considerable period, can we expect students who are not preparing for advanced instruction to remain in high school four years before accepting employment in commercial work or jobs in other fields. It was stated that in the cities at the present time not 50% of the students remained for four years. It might be possible to hold them if a course were offered similar to that offered in a trade school, but otherwise it would not be possible to hold them, because they would not feel that the high-school training had a value for them. In any event, many parents would object to the additional expense of supporting their children at school another year. There would be a special difficulty if a fourth year were added to the programme in technical subjects, since it is now generally agreed that in the period of reconstruction after the war technical training is likely to be placed on a part-time basis, whereby students will learn on the job and earn as they learn. The practical experience of the world outside the classroom would have as much value as an additional year's classroom training, or even more.

On the other side, it was pointed out that 68% of the students who graduate from high school take four years to complete the present programme, and that even for students of high academic ability who can complete the present programme in three years an additional year would give more time for thorough mastery, additional reading and more optional subjects. Many of the best students now come back for a fourth year. While it is true that the status of small schools would not be changed if new and additional material is added to the content of the present three-year programme (so that students in these schools would have to take five years to complete a four-year programme), the fact would remain that a fourth year would improve the school's chance to give adequate training for democracy, especially if time on the four-year programme were found for "social living," more physical and social activities and more opportunities for experience rather than mere knowledge. It should not be the purpose of a four-year programme merely to increase the amount of knowledge which students would acquire, but rather to give the students a richer type of school experience and more time for "co-curricular" activities. After all, in a democracy the state has a large stake in the school's training for citizenship. Pupils who do not otherwise have sufficient time to develop understanding and insight respecting the society in which they live would profit greatly from a fourth year at high school. The subsistence of democracy depends on the school's ability to make the average student understand his physical and social environment.

It was shown, also, that one must not confuse technical education with vocational education. The industrial arts courses are not aimed primarily at vocational training; they are essentially exploratory, and educative in the full sense of providing diversified experience that will develop understandings, appreciations and desirable attitudes.

The fact that many students might leave the high school before completing the four-year programme was not, in the opinion of others, an argument against the four-year programme: such students are simply leaving before they have completed such a programme, and will not, therefore, have earned the high-school diploma. In this respect, the situation on a four-year programme would not differ materially from the present situation on a three-year programme. One speaker suggested, in this connection that it would be desirable to get statistics from Ontario and B.C., where four-year programmes are now in effect. It was pointed out, however, that such information would not necessarily be relevant unless we know whether these four-year programmes go all the way towards meeting the needs of our high-school students today. Many students who are not interested in the fourth year of an academic programme might have a very real interest in the fourth year of a programme of a new type. The problem is to find the right kind of a programme. As a sort of compromise, it was suggested that the high-school diploma might be given after three years, but that there might be a fourth or "post-graduate" year, for which students could remain or return later after having had some experience outside the classroom. The objection to this proposal was found to be that not many students once they had left high school would be likely to return, and the value of a four-year programme would

accordingly be lost to those students for whose needs the four-year programme was proposed in the first place. It was agreed, however, that no sharp line should be drawn between the last year of high-school work and work of post-school or adult education. Indeed, it would be highly desirable to give students who leave high school after three years the opportunity of completing the requirements for a high-school diploma by correspondence courses, by night-school, by part-time education, and other such ways.

At the conclusion of this discussion, it was resolved, almost unanimously,—

(1) *That the basic programme for all high-school students be a four-year programme;* and also,

(2) *That students leaving school at the end of three years be permitted to complete their fourth year, and so obtain their high-school diploma later, through attendance at night school, or in other classes set up in connection with an adult-education programme sponsored and authorized by the Department of Education.*

*Community Schools*

The Chairman stated that the proposed setting up of "community schools" had been considered at the Calgary conference with a full measure of approval. Mr. Leonard Bercuson explained to the General Committee that the community school is based on the premise that all of the resources of the school should be employed for the use of the whole community. The school would begin work at 9 o'clock in the morning and continue until 10 o'clock in the evening, and the curriculum would be based on community needs. In a rural community, for example, it would concentrate on problems of agriculture; in a city it would give attention to health, nutrition and housing problems. The community school fits into the community and makes all of the problems faced in the community the problems of the school.

The Chairman pointed out that the community school is substantially the same thing as the Village College, on which a very favourable report had been presented by the A.T.A. Curriculum Committee at Easter, 1942, which appears in the "Second Bulletin" issued by the Department. He noted further that the community school would differ from a rural composite high school mainly in the type of programme offered. It would be quite possible for a rural composite high school to offer a programme of the present type which is not very definitely related to community needs and problems. He believed that one very important feature is that of securing a staff properly qualified "to do a modern job," and that a school of this type would require some kind of special subsidization in order to attract qualified teachers and provide the necessary equipment. Other speakers mentioned the desirability of having the programme of the community school tied in with adult-education activities in the community.

On the motion of Mr. Ottewell, it was then resolved, unanimously,—

*That without committing itself with detail as to organization the Committee approve in principle the plan of providing community schools; and that the Department be urged to set up schools at the earliest possible moment at various centres throughout the Province.*

Other matters discussed by the Committee were "partial credits," and desirable revisions of the programme in English, Social Studies, Mathematics, Science and French. From this discussion, the following resolutions emerged:

(1) That the matter of "partial credits" be referred to the Subcommittee of the Examinations Board for special study.
(2) That the Department provide reading tests and material for remedial reading for use in high schools.
(3) That the English committee consider seriously the possibility of having the first two years of the four-year programme directed primarily to developing elementary craftsmanship (functional literacy) in English, and that literature and appreciation be carried over to the third and fourth years.
(4) That "co-curricular activities" should form an integral part of the programme of every modern high school.
(5) That the Social Studies committee be asked to consider the possibility of providing, in the programme, for the study of methods of propaganda; and that this committee prepare a special section of the programme dealing with "social living" and "co-curricular activities."
(6) That at least one course in Mathematics and one course in Science be compulsory for all high-school students.
(7) That the Subcommittee of the Examinations Board be a special committee to study the problem of allocating credits to English, Social Studies, Mathematics, Science, Foreign Language, and General Electives.
(8) That the Department seek an arrangement with the University whereby, from certain schools of the Province in which competent teachers can offer an aural and oral type of instruction in French, the University would accept the ratings of such teachers in lieu of Departmental examination standings. Under this arrangement, certain schools might be accredited for the teaching of French; and in these schools the teachers would be free to train their students to speak French, while such students would be able to meet the matriculation requirement without having to pass a Departmental examination based on French grammar.

*The Subcommittee on Examinations*

This Subcommittee, consisting of the Chief Inspector of Schools, the High School Inspectors, the Director of Technical Education, the Dean of the Faculty of Education, a representative of the Alberta Teachers' Association, and the Supervisor of Schools, has mainly concerned itself during the year with working out the administrative problems of a four-year high-school programme. Several informal meetings were held, and full meetings on Friday, July 23rd, and on Thursday and Friday, December 16th and 17th. On the invitation of the Chairman, officials from the Correspondence-School Branch and the Examinations Branch were present at meetings of the Subcommitttee.

At the July meeting the Subcommittee recommended:

(1) That a compulsory course in Mathematics and in Science at the Grade X level be outlined and printed for use by the incoming Grade X class in October, 1943, these subjects to be made compulsory for all incoming Grade X students.

(2) That for incoming Grade X students the number of periods per week in Social Studies be raised from five to *six*.
(3) That revised courses in English and Social Studies be put into effect for incoming Grade X students in October, 1943.
(4) That the Department arrange that all incoming Grade X students be required to take a reading test at the beginning of the school term in October.
(5) That the foregoing changes in the Grade X programme be printed in the High School Regulations, and that, in connection with these changes, it be stated *that the Grade X programme as revised might become the first year of a four-year high-school programme;* and that the Department would, during the year 1943-44, give further consideration to the matter of setting up completely a four-year high-school programme.

The sessions of the December meeting of the Subcommittee were fully occupied with the question of setting up a four-year high-school programme, the effect of such a programme on small, non-urban high schools, and the authorizing of the courses required for the second year of such a programme.

*The High-School Problem*

In discussing the next step to be taken in setting up the four-year programme, the Subcommittee kept clearly in mind the difficulties of administration with respect to small high schools, and came to the conclusion that the four-year plan would be feasible only if it were based primarily on the needs of small high schools. This procedure would be the obverse of that by which the present high-school programme was set up: the present programme was geared to the needs of city schools, and thereafter special regulations were made to cover the needs of the small high schools. The new proposal would attempt to satisfy the needs of the small high schools first, and leave the needs of the large high schools to be taken care of by means of special regulations.

Statistical data and reports were placed before the Subcommittee showing that the present programme offers the benefits of a "complete high-school experience" only to an "intellectually-privileged minority of the population of Alberta." Not a large enough percentage even of top-ranking students actually graduate from high school; and "C" students do not find that "equal opportunity" with others which a democratic society is expected to give them.

From Sir Frederic Clarke's summary on the British White Paper on Education, it appears that Great Britain is planning changes in its system of education that will make it more democratic. The following important points are to be noted:

(1) The age of school leaving is to be raised from 14 to 15, and later to 16.
(2) Primary schools—5 to 11 years.
Secondary schools—11 to 16 years.
(3) Secondary schools are to be of three main types:
*Academic or Grammar*—For those planning to enter professions. Leaving age in these schools will be about 18.
*Technical or Junior Technical*—For those planning to enter industry and commerce. Leaving age—16.

*General*—Formerly called Senior, now to be called Modern School. These schools will be for the mass of students of average ability.

(4) The plan is to keep these types of schools separate, but provision is to be made for possible transfer from one type to another.

(5) The British are considering the possibility of the American composite high school to avoid unfortunate class distinctions.

There can be no doubt that the traditional academic programme does offer a great deal of value for the brighter students in our high schools; and for this reason, to say nothing of matriculation requirements, it is necessary, and will continue to be necessary, that a majority of our high schools offer instruction in matriculation subjects during at least the first two years, and possibly during the third year. It is equally plain that the matter of instruction time is of the very essence of our high-school programme; for the reason that, since a majority of the high schools will be offering instruction in academic matriculation subjects, their offerings in free electives or optional subjects would depend almost entirely on the amount of instruction time left for these subjects after the matriculation subjects have been served.

A recent survey made by the Examinations Branch of the Department of Education from a sampling of 600 students out of the 2,200 who completed the requirements for high-school diplomas in June, 1942, shows that 32% were graduated in three years, 58% in four years and 10% in five years. In other words, 68% of the students who complete the requirements for the high-school diploma take four years to do so. It can be argued from this fact, of course, that the instituting of a four-year high-school programme would not of necessity make any great improvement in the present state of affairs, but would, indeed, really handicap pupils of outstanding ability by requiring them to take four years instead of three.

This argument is answered by the statistics which follow, showing that the present three-year high-school programme tends to work to the disadvantage of at least two-thirds of our high-school population. It should be pointed out that two-thirds of our high-school population are found in schools outside the cities, and that only about 30% of the students entering small high schools complete the requirements for high-school graduation. Moreover, the actual organizing of the programme in these schools does not assure a sufficient amount of instruction time for subjects other than the academics. In this connection, it is to be remembered that many of these small schools are operating on 50% of the standard requirements in instruction time, and others on only 66⅔%. What this means is that in these small schools the standard length of the instruction period is cut in half in order that the number of periods available for instruction may be doubled, and the credit system, which is based on the number of periods per week available for instruction, may be made to function.

What is really needed is a programme that will put limits on the amount of time assignable to academic instruction; and this arrangement is possibly only if: (i) more time can be found for classroom instruction, and (ii) there is a definite allocation of subjects to each year of the programme.

Inspector J. R. S. Hambly has recently completed a study of the records of 2,828 high-school students in 50 two-room high schools who began their high-school instruction in the fall of 1937, '38, '39 and '40. Mr. Hambly found that of these 2,828 only 844 are graduated; only 221 graduated in three years, of which 208 were "A's," 13 "B's," and none were "C's" (26.2% of the graduates). Of the remaining 623 (73.8%), who took four years to graduate, 439 were "A's," 166 were "B's," and 18 were "C's." Hence three pupils out of every four in two-room high schools require four years to graduate.

Now let us look at the returns on those who did not graduate. It was found that 54.3% of the "A" students did not graduate, and that of the "B's" only 17.3% graduated, and of the "C's" only 4.7%. In other words, on the present high-school programme barely one "C" student in twenty graduates from high school. It is to be noted, in this connection, that the "C" students make a sizable group. Over the last two years, 32.25% of the candidates who wrote on the Grade IX examination got "A" standing, 35.25% got "B" standing, 21.5% got "C" standing, and the remaining 11% got "D" standing.

Of the 2,828 students whose record was examined in this survey, 29.8% secured high-school diplomas; of this group, 45.7% were "A's," 17.3% were "B's," and 4.7% were "C's." Of the whole group, 5.4% secured matriculation standing; of this group, 10% were "A's," 1% were "B's," and there were no "C's." Of the whole group, 16.4% entered the Normal Schools; of this group, 26.9% were "A's," 7.6% were "B's," and .8% "C's."

Of the 844 graduates, the following schedule shows the distribution respecting further schooling or occupations following graduation:

| | | | |
|---|---|---|---|
| Normal Schools | 27.7% | Nursing | 9.7% |
| Armed Forces | 13.1% | Clerks | 2.7% |
| Business Colleges | 11.9% | Banks | 2.3% |
| Married or at home or on the farm | 11.4% | Odd Jobs | 7.3% |
| | | In School | 1.0% |
| University | 10.1% | No Record | 2.8% |

As the foregoing results will show, not even the "A" students have been doing as well as they might have been expected to do; and the question arises whether this may be set down to the shortened periods for classroom instruction, to the lack of interest in the academic subjects or options, or to the cost of high-school instruction, which may have handicapped many of them. One might note that during the last five years the average number of candidates admitted each year to University has been 458, which is the same as the number admitted in 1934, when the students were admitted with either Grade XI or Grade XII standing. This number is entirely too low, being only about 2¼% of the number who enter Grade I, and only 7% of the number in Grade XII. At the very least, 16⅔% of the children who enter our schools have the ability required for university work.

The objection that bright students should not be required to take the four years can be met by the consideration that the purpose of the high-school programme is not merely the inculcation of academic knowledge and skills, but rather the provision of opportunities for social and personal growth. The bright student requires time to mature as a human being, even though he may pick up his Mathematics and Science at a more rapid rate than his less gifted

fellow students. In any event, the problem of full employment after the war will not be eased by hurrying bright young students through their high-school programme; and furthermore, if the provision of better educational facilities does actually involve some small sacrifice on the part of bright students, it would seem that in a democratic society, at least, such sacrifice should be forthcoming. In too many cases, this problem is complicated by the fact that parents themselves do not appreciate fully the principles and objectives of modern education.

The following table shows the percentage distribution of school pupils in elementary, intermediate and high-school grades in the Provinces of Alberta, Ontario and British Columbia:

| Province | Elementary Grades | Intermediate Grades | High-School Grades |
|---|---|---|---|
| Alberta, 1932 | 67.6 | 22.3 | 10.1 |
| Alberta, 1941 and 1942 | 64.2 | 23.1 | 12.7 |
| Ontario, May, 1941 | 64.6 | 23.8 | 11.6 |
| British Columbia, 1941 | 58.1 | 25.9 | 16.0 |

The close correspondence between Ontario and Alberta in this percentage distribution, as also in the tables showing the average ages in each of the grades, suggests that the pattern of educational activity and administration in these provinces differs very little, and one must remember that in the Province of Ontario the academic tradition is still very strong. On the other hand, the percentages for British Columbia seem to indicate a significant accomplishment in bringing intermediate and high-school education to a larger number of pupils; for example: on the basis of the British Columbia percentages for intermediate and high-school grades, there would be 3,500 more pupils taking instruction in intermediate grades in Alberta, and 5,300 more taking instruction in high-school grades. It can be admitted, of course, that the problem of building a programme that meets the actual needs of Alberta students is likely to be very much more difficult than the same problem in British Columbia, because of a difference in the distribution of the population. There should be no reason, however, why further changes cannot be made in the Alberta programme to meet the needs of our boys and girls in non-urban high schools.

It has been contended that to add a fourth year to the high-school programme would add a year to the average age of students entering the University. On this matter, some light will be thrown by the following comparative statement showing the average ages of pupils in each of the grades in the Provinces of British Columbia, Alberta and Ontario:

| | British Columbia | Ontario | Alberta |
|---|---|---|---|
| Grade I | 6.82 | 7.2 | 7.15 |
| Grade II | 7.07 | 8.5 | 8.28 |
| Grade III | 9.12 | 9.6 | 9.39 |
| Grade IV | 10.14 | 10.5 | 10.45 |
| Grade V | 11.20 | 11.5 | 11.45 |
| Grade VI | 12.18 | 12.4 | 12.38 |
| Grade VII | 13.22 | 13.2 | 13.29 |
| Grade VIII | 14.12 | 14.0 | 14.16 |
| Grade IX | 15.06 | 14.8 | 15.13 |
| Grade X | 15.94 | 15.7 | 16.01 |
| Grade XI | 16.78 | 16.7 | 17.02 |
| Grade XII | 17.74 | 17.6 | 18.22 |
| Grade XIII | 18.55 | 18.4 | |

These figures, taken from annual reports, show that there is very little difference in the three Provinces with respect to the ages of pupils in Grades III to IX. In Grade X, the average age of Alberta and British Columbia pupils is approximately the same—16 years,

but the average for Ontario is somewhat lower—15.7. In Grade XI, the average age of pupils in British Columbia and Ontario is approximately the same—16.7, whereas in Alberta it is 17. In Grade XII, the average age of pupils in British Columbia and Ontario is approximately the same—17.7, whereas in Alberta it is 18.2. In Grade XIII, the average age of pupils in British Columbia and Ontario is approximately the same—18.5. These figures seem to show that in British Columbia and Ontario, where there is a four-year high-school programme, the average age of pupils in the final year (Grade XIII) is only about three months greater than the average age of pupils in Grade XII in Alberta.

In this connection, it is to be noted that students with Grade XIII or senior matriculation enter the University of British Columbia and complete the requirements for the B.A. degree in three years. The degree of Bachelor of Applied Science, however, takes four years beyond Grade XIII. Similarly, the Ontario Universities —Toronto, McMaster and Queen's—each require three years after senior matriculation for a pass degree and four years for an honours degree.

Recently, the Examinations Branch compared the median age of students who completed Grades X, XI and XII in three of the Edmonton high schools with the corresponding median ages in a group representative of the whole Province; and with the following results:

| Grade | Median Age—Cities | Median Age—Province |
|---|---|---|
| Grade X (35 to 64 credits) | 16.7 | 16.9 |
| Grade XI (65 to 99 credits) | 17.5 | 17.9 |
| Grade XII (100 or more credits) | 18.1 | 18.5 |

From this schedule, it can be seen that the median age of those securing at least 33 credits, but not enough to make second-year standing, is approximately two months lower in the three Edmonton city high schools than in the Province as a whole; and that for second-year and third-year students this difference is approximately four months. There would seem to be a lag in rural high schools, which no doubt is due to the restrictive effect of regulations based on a lack of instruction time. It should be possible, however, to set up a four-year programme that will do more than merely retard high-school students in the country in comparison with those in the cities.

The Alberta high-school programme is still predominantly academic, even though two subjects—English and Social Studies—are compulsory throughout the three years of the programme, and General, Commercial and Technical Electives are theoretically available in all schools. From a tabulation made by the Examinations Branch with respect to 2,230 students who secured their high-school diploma in 1942, it has been found that 61.47% of these candidates qualified in Algebra 2, 58.7% in Trigonometry and Analytical Geometry, 53.14% in Biology 2, 61.97% in Chemistry 2, 53.45% in Physics 2, 48.39% in French 3, 20.31% in Economics, 14.31% in Vocations and Guidance, 11.66% in Latin 3, 3.27% in Creative Writing, 1.35% in Secretarial Training, and less than 1% in any of the other Grade XII subjects of the programme. Similarly, Table 16 of the Annual Report, 1942, shows that in 67 city and town schools the enrolment in academic subjects surpasses that in Commercial, Technical or General Electives; for example: approximately 37 students were enrolled in English 1, and in Social Studies

1, and in Health and Physical Education 1, the compulsory subjects of Grade X. The enrolment in certain of the electives was as shown in the following schedule:

| | | | |
|---|---|---|---|
| Algebra 1 | 3,008 | Geology 1 | 1,064 |
| Geometry 1 | 2,174 | Vocations and Guidance | 1,976 |
| Chemistry 1 | 2,439 | Sociology | 1,046 |
| Physics 1 | 2,662 | Psychology | 1,159 |
| French 1 | 2,408 | Dramatics 1 | 1,546 |
| Latin 1 | 988 | Music 1 | 1,381 |
| Biology 1 | 2,047 | Art 1 | 1,649 |
| Typewriting 1 | 1,593 | General Mathematics 1 | 1,143 |

With the exception of French 2, Chemistry 2 and Biology 2, the enrolment in no other subject reached 1,000.

The enrolment in Bookkeeping 1a was 912, in General Shop 1 was 453, and in Home Economics 1 was 582.

### *The "C" Students*

An unpublished master's thesis submitted by Delmer T. Oviatt to the Leland Stanford Junior University, June, 1943, throws light on the way in which Alberta students promoted to Grade X with a "C" standing have been faring in their high-school work. Excerpts from the conclusions reached by this investigator may be offered here:

"1. Very little choice, in most cases none at all, exists for the 'C' student in planning his high-school programme.
2. 'C' students are forced to move back into the academic areas by the scarcity of electives of other kinds.
3. The academic studies still receive the sanction and attention that makes them desirable to the 'C' student despite unpleasant past experience in such areas.
4. The 'C' students drop out all along the high-school path, with a clustering around the end of the second year.
5. Educators in general deplore the undesirability of the movement back to the academics, but little is done to prevent it or to offer alternatives.
6. The 'C' student averages about 25 credits per year during his high-school experience.
7. 'C' students receive teacher attention only about half the school day in the average non-urban high school.
8. They do not make adequate use of the extra time created by their reduced load.
9. Few or no provisions for remedial work are guaranteed or produced in the high school.
10. Flexibility within the present high-school framework as now set up originates in (a) reduced time requirements in small schools; (b) adaptability of the three-year course to four-year performance; and (c) maintenance of a Correspondence Branch by the Department wherein tutorial service by mail can be had to supplement the local high-school offering.
11. Alberta high schools are at present offering little or no time for orientation programmes for any students, weak or able.
12. The 'C' student is forced to complete his high school by competitive examinations against the entire school population of Grade XII, any failure of which is sufficient to prevent him from obtaining a high-school diploma.
13. The 'C' student appears to make healthy, normal adjustments outside the classroom itself, although he seldom develops into a leadership role.

14. Parents in general, if the sampling was significant, have not yet conceived of the school as a place where the average majority should have greater claim than the select few."

How effectively do we handle the "C" students? To this question the following answer is given:

"The justification for the present grouping system is founded on the supposition that each category will be offered a variety of interesting and valuable courses from which to choose a programme of high school experience that will meet their needs and challenge their abilities. Unless that choice and variety exists, group placement becomes dogmatic to the point of differentiated prescription of courses. Denial of courses becomes tenable only when alternatives and replacements are freely available. Significant differences in programme and teaching methods make grouping valid, but unfortunately, Alberta has not been able to utilize the possibilities that exist in the curriculum outlined for the high schools of the Province. The amount of choice of subjects for all 'C' students outside city systems, and for many within such systems, is negligible. Indeed, the 'C' student is frequently unable to complete the high school requirements without returning in some measure to those academic areas from which he is supposedly guided. Practically every 'C' returns sooner or later to the Academic group of subjects, thereby exposing himself more fully to the competitive examinations that lie at the end of such studies. Not only does he meet the very situation from which we had hoped to shield him, but in so doing he forfeits the credit for the prerequisite subjects taken to get into that position. The result is that only 2.6% of the diplomas issued in 1941 went to 'C' students, despite the fact that they composed approximately 20% of the original Grade IX group.

"The 'C' students drop out of the high school situation with a fairly regular distribution, clustering slightly around the end of the second year. The average number of credits earned by a 'C' is 25 per year, enough to earn graduation in four years, provided the final Grade XII examination took no higher toll than do teacher promotions through the tenth and eleventh grades.

"The 'C' student does not receive increased teacher attention, if measured in time of actual teaching time, nor does the school generally provide a guidance programme for his benefit. The extra time released, supposedly for greater effort on the fewer subjects, is, as a rule, not well spent, and the reports overwhelmingly indicate that by himself the 'C' pupil is not a good scholar. He does not develop habits of leadership, social usefulness, or individual competence. Most of the time so released is spent in a classroom where other lessons are proceeding amongst his classmates. No special programme is set forth by the schools for the improvement of his special deficiencies, and remedial work is carried according to the time and inclination of the teachers concerned."

### *Solution of the High-School Problem*

The Subcommittee is convinced that no solution for the high-school problem can be found if the academic subjects required for matriculation are to be given right of way in all high schools. It does, however, offer the following directions towards a possible solution:

(1) That time be pre-empted in all high schools of the Province for the "compulsory core" of the programme—English, Social Studies, Health and Physical Education; and that time be likewise pre-empted for "activities" and "optional subjects." The remaining time can then be devoted to academics.

(2) That the Divisional Superintendents and School Boards be asked to co-operate with the Department by abolishing as rapidly as possible all one-teacher high schools, and by increasing the number of central or divisional high schools. In such schools, larger staffs are available; and with a greater amount of instruction time, a wider range is possible in the programme of instruction.

(3) That community schools be established at strategic centres in the Province, and that the programme in each school be specially authorized by the Department. It may be necessary that in these schools no matriculation programme be offered; and that the few students desiring such a programme be given scholarships and maintenance allowances, to enable them to take their training elsewhere.

## D.—The Effectiveness of the School Curriculum: A Summary of Superintendents' Reports

The summary of superintendents' and inspectors' reports as given last year could be repeated this year with the qualification that during the intervening year there has been a further retrogression in teaching personnel due to the shortage of teachers, and the impossibility of recruiting temporary teachers who have the training, ability and personal qualifications required for the new procedures in classroom work.

### *I.—The Activity Programme.*

In a great majority of Alberta elementary schools, the child is recognized as the centre of school work, and the child's all-round growth and development as more important than skills in traditional "subjects"; and although the superintendents estimate that 60% of the teachers are "amenable to progressive principles," they also show that not more than 40% are really giving effect to the principles of the activity programme. Most teachers realize the importance of the pupils' personality problems; but their treatment of the problems is merely sympathetic—not scientific. Even when teachers take account of individual needs and differences in making promotions, they still tend to be more concerned with the pupils' individual accomplishment in the skills than with their personal adjustment to group living. Experienced, Alberta-trained teachers are the most willing to forego traditional practices and actively plan for the personal growth of their pupils. Unskilled and inexperienced teachers often try the activity programme during a period of initial enthusiasm, and then revert to formal procedures. One need hardly be surprised if, in a room of 40 pupils, ranging from beginners to Grade VIII, the teacher in self-defence falls back on the routine teaching of skills: it is easier, takes less planning, keeps the whole group in order, and offers some small chance of showing results.

One great difficulty with the planning of activities is the need for an overview of the entire range of activities for several months ahead. Day-to-day planning is not enough. However one may deprecate the fact, teaching from a textbook or a prepared "manual" does, to some extent, meet this difficulty; and the urge to "textbook teaching" may therefore prove irresistible in many classrooms.

It can be noted, also, that many parents still view the school in terms of progress in school "subjects" and the inculcation of "discipline." They want "drills" and "skills," especially in submarginal areas, where the school is regarded solely as an instrument for economic betterment.

But even under conditions as they are, our pupils are, in the main, happier and more interested than were the pupils of ten years ago. They are friendlier, more self-directing, and more helpful to one another. They express themselves more freely; they

read more; and they are more interested in reading. The superintendents agree that the activity programme, in the hands of professionally-competent teachers, will do more for our boys and girls than ever was possible under the regime of the traditional programme. But the exigency of wartime services and employment has undoubtedly caused a sharp decline in teaching personnel.

Superintendents report a lack in new teachers of training and maturity, and even of personality, ability and vision. This result could be expected; for the Department has had no other choice but to lower the requirements for admission to the Normal Schools, and to shorten the training course. A large number of our most competent teachers have enlisted for service in the armed forces and for other necessary wartime services; and in a time of full employment, the low economic status of teaching prevents it from competing successfully with other vocations for the service of superior young persons. It now becomes fully apparent that further improvement in educational service depends on our ability to raise the status of the teaching profession.

Several superintendents point out the need for giving teachers a more intensive training in the use of diagnostic reading tests and of material for remedial work in reading. Individualized work in reading, especially for beginners, requires more material than can be found in the authorized readers. Many superintendents have supplemented these with sets of attractive new readers to be had from the School-Book Branch. "Reading-readiness" materials are used for pupils of mental age below six years and six months, in order to prevent waste of time.

Effective work in oral language depends to a considerable extent on conditions in the homes and in the community; and also on the amount of time the teacher has for individual instruction. "Functional" training in language is not an easy concept for teachers, many of whom "think in terms of facts to be taught rather than of needs to be met."

A number of the superintendents comment very favourably on the improvement in Music in rural schools that has been effected through their use of the Department's school broadcasts. It appears that Music, at least, is not a war casualty.

*II.—The Intermediate School.*

Instruction in the intermediate grades shows very clearly that teachers in small schools with Grades I to IX are in many cases forced to resort to the traditional practice of "textbook teaching." They have little time for individualized or remedial instruction, or for the optional subjects. The divisional boards do not encourage the use of correspondence courses in Grade IX, since they are not very effective at this level with any but superior students.

Work in the compulsory and examination subjects has suffered less from the teacher shortage than have the optional subjects. The stress on Social Studies and English, and the divorce of Reading and Literature are changes for the better. It is not generally understood that Remedial English is not a "subject" to be "taught" to all of the pupils. The programme for this work is too often a hit-and-miss affair, when what is really required is a diagnostic programme with accessory materials. Many small schools have now been provided with science equipment. Instruction in General

Science, therefore, suffers not so much from the lack of equipment as from the lack of time, skill or inclination to use it. Health and Physical Education are not tied in with community life in such a way as really to improve health practices. In the busy classroom they can too easily degenerate into the dictation of notes on "health facts," and the practice of "stretching exercises" to relieve classroom routine.

Of the optional subjects, Typewriting, General Shop and Music are the most popular. Many teachers lack training in Music theory, but do, nevertheless, get their pupils to sing. Music in the intermediate grades depends largely on the kind of foundational training that is given in the elementary grades; but it can be stimulated by a close association with community and "co-curricular" activities. Dramatics can not be offered very effectively in small schools.

*III.—The High School.*

Practically all of the superintendents condemn the one-room high school as a mere makeshift. They point out, however, that until facilities for rural education are considerably expanded, schools offering instruction from Grades VII to XI may serve the purpose of giving a minimum of high-school education to boys and girls who would otherwise get none at all. They relieve "grade pressure" in rural schools and prepare students for Grade XII work in the larger centres. But on the other hand, the superintendents make it clear that instruction in the small high school is almost entirely academic: the general electives are pushed aside, because there is no time for them, even if the teachers were qualified to teach them. No attempt can be made to fit the school programme to the needs of the students. There is no opportunity for guidance, for creative work, for activities rooted in the community. The programme is rigidly academic, preparing for university entrance, when in fact, 95% of the students who attend the small high school will never go to a university. If the small high school could serve as a focal point for community action or as a directive in community improvement, it would have a very important role to play in rural education; but it can never play that role if it continues to offer the kind of programme which now prevails in nearly all of these schools.

## E.—School Broadcasts

During the spring term of 1943, the following series of school broadcasts, recommended and approved by the Committee on Radio Education in May, 1942, were sponsored by the Department of Education: (i) The National School Broadcasts, entitled "Heroes of Canada" and "Canadian Horizons"; (ii) The School of the Air of the Americas—"Science at Work" and "Tales from Far and Near"; (iii) Intermediate School Music; (iv) Music for Elementary Grades; (v) Dramatizations (Grades IV to X), introducing Science and Social Studies; (vi) Broadcasts for Correspondence-School Students on Oral French, Current Events and Vocations and Guidance.

During the early part of the summer, the University Station, CKUA, was negotiating with the CBC for improved facilities. Representations were made to Dr. Thomson, the General Manager of the CBC, urging that an official of the CBC be placed permanently at Station CKUA, and that this station be equipped to serve as a regional outlet of the CBC. At the same time there was great difficulty in securing the adequate accommodation for school

broadcasts on the telephone lines of the Province, owing to war priorities. Under these circumstances, it was difficult to formulate any definite plans for school broadcasts during the year 1943-44; and since, in the meantime, Dr. Thomson had arranged for a conference of school-broadcast officials in Toronto on May 13 and 14, further meetings of the Alberta Committee on Radio Education were deferred, pending any changes in the Alberta setup that might become necessary as a result of the action taken at the conference.

The Alberta Committee was represented at this conference by Mr. Donald Cameron, of Station CKUA. The Department of Education submitted a memorandum to the conference, of which the following digest is offered here:

(1) The future of radio in the schools is by no means clear. Whether its place will be as important as that of films and visual aids is doubtful. In underprivileged communities, lacking adequate school equipment and well-trained teachers, and bereft of physical advantages and social life, school broadcasts may enliven the dull, dreary routine of school work, and give some direction to the teachers. But the remedy for this condition is larger grants for education, rather than a shift of responsibility from the classroom to the radio. No importance can be attached to the possibility of giving "model lessons" by radio. It should be made possible for the schools to hear speakers of national importance from time to time, and programmes that the teachers themselves may find useful on certain occasions; but that is not to say that a steady diet of radio instruction is required in good schools generally.

(2) Broadcasts for school pupils within the hours of instruction of the school day are unquestionably a part of the school programme, and as such fall within the jurisdiction of the Provincial Departments of Education. It is not possible to organize school broadcasts "from the top down."

(3) The proposal of Mr. R. S. Lambert, Educational Adviser of the CBC, that the CBC should plan and release a series of school broadcasts requires most careful consideration. In whose hands should be placed the control of any programme of school broadcasts designed to reach a million Canadian school children? If the purpose of these broadcasts is "to strengthen national consciousness, and increase the children's awareness of what is going on in other parts of the Dominion," what body is competent to pronounce authoritatively on the national ideals, objectives and unity of the Canadian people? Clearly the educational aspect of such matters of high policy, on which there are sharp differences of opinion throughout Canada, is the proper concern of a Dominion Board representing the Provincial Departments of Education, rather than of the CBC and its appointees.

(4) Since "national" school broadcasts must of necessity be related to the Provincial school programmes in Social Studies, there will be a difficulty in making these equally acceptable to all of the Provinces without watering them down to the point where they cease to have much value in any Province. There is, however, a very real need for a series of broadcasts based on recognition of the principle that the reconstruction of our democracy is possible only if boys and girls in our

intermediate and high-school grades can be trained to understand the nature of the social forces now at work, and to see the possibilities for reconstruction through the freer use of science, technology and our natural resources of country and people.

(4) The following recommendations were submitted:

(a) That steps be taken to arrange for the appointment of a Dominion Board on School Broadcasting, such Board to consist of representatives of the Provincial Departments of Education, appointed or nominated by the said Departments, and to have the responsibility and authority for preparing and arranging for national school broadcasts.

(b) That the Conference consider the advisability of setting up at least two regional boards, having functions similar to those proposed for a Dominion board.

(c) That during the next two years any series of national school broadcasts to be released by the CBC be concerned primarily with the following topics: the equalization of educational opportunities and social welfare throughout Canada; the problem of social security; the abolition of racial discrimination; full employment after the war; and the C.N.E.A. report on Post-war Education.

Dr. Thomson's reply, dated July 6, 1943, to the foregoing memorandum was, in part, as follows:

"As you direct in your letter, the problems involved in educational radio are somewhat complicated. Education is organized on a provincial basis, whereas the Canadian Broadcasting Corporation recognizes fully that the direction of education is in the hands of provincial departments and we have no right to intrude upon what is strictly a curriculum responsibility for the authorities concerned. On the other hand, radio broadcasting is a technical matter, not only from the point of view of the actual physical apparatus required, but also from the point of view of presentation. There is growing up a body of experimental knowledge in connection with radio broadcasting, and in the last resort the Canadian Broadcasting Corporation must be responsible for every programme that goes over the air.

"Some of these problems may appear somewhat difficult and intractable when looked at from the theoretical point of view, but as a matter of fact, their solution is not difficult if we begin from the point of view of co-operation. Where there is goodwill and a desire to work together, there is no reason why the Canadian Broadcasting Corporation and the various provincial departments should not come to a very happy and harmonious working arrangement for doing this important public service. So far this has worked out very well, and I see no reason why it should not continue for the future.

"I am interested in your suggestion about a National Co-operative Committee. As a matter of fact, we have this in mind, and I expect we shall move into some such arrangements in the near future."

The following were the resolutions passed at the National School Broadcasting Conference, held at Toronto on May 13 and 14, 1943:

(1) That this Conference recommends that the programme of National School Broadcasts, begun last year, should be continued, and that, where possible, expansion should be made.

(2) That copies of this Resolution be sent to all Departments of Education throughout the Dominion, together with a letter addressed to the Ministers and permanent heads of the Departments inviting their co-operation in the work.

(3) That this Conference recognizes that the time has come when, with respect to school broadcasting, a more formal arrange-

ment may be necessary, so far as the Departments of Education are concerned. Therefore, the Conference asks the CBC to have these Resolutions presented to the Departments and followed up, where possible, by a personal visit.

The series to be broadcast on the National Network on Fridays during school hours was to run from October, 1943, to April, 1944, and to be aimed at Grades VI to X. The series was to have the titles, "My Canada," "The Way of Free Men," and "Proud Possession," and to include a weekly news story.

During the second day of the Conference there was a special meeting of CBC and Education Department representatives to discuss a 1943-44 school-broadcast schedule for the Western Provinces.

It was agreed that a series of programmes for the four Western Provinces should be worked out at a meeting of representatives from the curriculum and radio committees of these Provinces, to be held during the summer. The Western series would not therefore be scheduled until the after-Christmas term. The Junior Music Series would be presented until Christmas, at least in Manitoba, Saskatchewan and British Columbia, probably with the programme originating from Vancouver and Winnipeg as in the past season.

As a result of the informal meeting just mentioned, Dr. J. H. McKechnie, Deputy Minister of Education in Saskatchewan, after consultation with the Deputy Ministers of Education in British Columbia, Alberta and Manitoba, invited representatives of the four Western Departments, and of the CBC, to meet in Saskatoon on August 30, 1943, for the purpose of considering the future possibilities of co-operation in school broadcasting amongst the four Western Provinces.

At this meeting the following agreements were reached:

(1) That a Western Regional Committee for School Broadcasting be set up, consisting of representatives of the four Western Provinces, to be appointed by the Departments of Education, and of the CBC.

(2) That each Department be asked to appoint members to the Western Regional Committee, to send the names of such members to the Secretary of the Committee, and to name one such member with whom correspondence may be conducted.

(3) That the members appointed to the Regional Committee by any one Province should constitute a local radio-curriculum committee or "panel" in that Province; and that while it might not be possible or expedient for all the members of a local committee to attend meetings of the Regional Committee, all members in each Province are automatically members of the Regional Committee.

(4) That the persons appointed to a radio-curriculum committee should be expert in the respective fields of study for which they were selected. They should make a study of the content of the curricula and techniques of instruction in all four of the Provinces, in order that common elements may be discovered.

(5) That the following aspects of the curricula be given special study by the Regional Committee: values and possibilities for

broadcasts in Music, Social Studies, Elementary Science and Health Education for rural living. The possibility of cutting across the curricular content of these subjects is to be examined, with a view to developing in the broadcasts an integrated school programme.

It was further agreed that the appropriateness of the Columbia School of the Air Science Series should be specially examined.

(6) That a report of the findings of the radio-curriculum committee in each of the Provinces be sent to the Secretary of the Western Regional Committee at Regina, so that a report may be ready for the next meeting of the Committee.

(7) That a suitable division of school broadcasts for the term 1944-45, in so far as the Western Provinces are concerned, would be the following: one national series; one Columbia School of the Air series; one regional series; and two provincial or local series, of which one might be regional. This agreement is subject to the approval of the next meeting of the Committee.

(8) That the next meeting of the Western Regional Committee for School Broadcasting be held early in March, 1944, at Saskatoon, and immediately preceding the next National Conference, March 9-11, 1944.

Since this meeting in August, the following Alberta members of the Western Regional Committee have been appointed:

Mr. W. D. McDougall—Social Studies.
Mrs. Cornelia Higgin and Miss Genevieve Twomey—Music.
Miss Zella Oliver—Literature and Dramatics.
Miss Rae Chittick—Health.
Mr. H. A. MacGregor—Science.
Dr. H. C. Newland—Chairman of the Alberta representatives.

The CBC officials in charge of school broadcasting submitted a memorandum to the Conference of the C.N.E.A., held at Quebec in September, 1943. This memorandum lays down as basic principles: That the CBC is responsible for all that goes on the air; and that education authorities are responsible for the utilization in the classroom of what goes on the air. Whether these principles are sound, whether the flat terms in which they are expressed are also accurate, and whether they are acceptable to the Provincial Departments of Education, individually, are matters for future discussion. The memorandum recommends that a National Advisory Council on School Broadcasting be organized under the direction of the CBC.

## F.—School Films

From August 31st to September 4th a conference, sponsored by the National Film Board, was held at the University of Saskatchewan, Saskatoon, for consideration and discussion of the general theme, "Films in Rural Education." The Department of Education was represented at this conference by the Supervisor of Schools; and the Department of Extension of the University of Alberta, by Messrs. Donald Cameron and H. P. Brown.

The conference offered a splendid opportunity to appraise the value of the service now given to rural schools in areas of Alberta covered by the 30 or more film circuits organized under the direction of the National Film Board. When a showing of films is arranged for a local community on one of these circuits, part of the

programme is offered at the school during school hours, and the remaining part is put on in the evening, in the school, the church, the community hall, or other available building. For the showing at the school the travelling operator secures the co-operation of the teacher; and a joint effort is made to use films that have a direct bearing on the school curriculum.

In Saskatchewan, the use of films of any kind for school purposes during school hours is subject to the control and supervision of a Director of Audio-Visual Education. The Department of Education there itself owns and distributes for school use a substantial number of sound and silent films and other visual aids. The Department contributes towards the cost of school projectors to the extent of 40% of the outlay; with a maximum grant of $200 for a projector. There is no rental charge for use of the Department's films, but the schools pay all transportation charges. The Director of Audio-Visual Education, assisted by a committee, has the responsibility of selecting and pre-viewing all school films, showing title and number, subject-matter covered, and grade-placement. The films are exclusively of a type to aid in classroom teaching, and are for use only during school hours.

There can be no doubt that The Alberta Department of Education Act gives our Department full control of the use of films and visual-aid equipment in schools; but there has been some tendency amongst school boards, superintendents and even teachers to regard films as a new kind of equipment, lying outside the range of Departmental authority, and that school boards should be free to procure and use it wherever and however it may be found. Certain commercial and industrial concerns have not been slow in making films and offering them to schools at a nominal cost as a part of their "public-relations" programme. Naturally the schools were interested; for class room films are novel and intriguing, but at the same time expensive and not readily procurable. But when we examine the use of films for instructional purposes, we see immediately that the school film resembles very closely an illustrated book in which they are many times more pictures than reading matter. The sound film merely substitutes the "sound track" for the teacher's voice or the reading matter. The whole movement towards school films, in fact, is part of a more general tendency to make the dissemination of information and ideas an easier process.

The silent and/or sound film, functioning as a further stage in the development that has produced the modern spaciously-printed and profusely-illustrated textbook or reference book, can now be used very effectively to enlarge, supplement and clarify the effect of classroom books and reading material. Obviously, if the supply of these films is to be adequate and within a reasonable price range, the departments of government charged with the responsibility for public education will have to negotiate for the production of these films in the same manner as is now practised with respect to books and other reading material for use in schools.

It appears, therefore, that it has now become necessary that our Department of Education take steps to control the selection, authorization and distribution of films for classroom use in exactly the same manner and for precisely the same reasons that it now exercises such control over the selection, authorization and distri-

bution of school books. The school film is mostly a new kind of school book.

## G.—Adult Education

For the purpose of organizing an Alberta Adult Education Association and of establishing an Alberta Council on Adult Education, the Minister of Education invited representatives of 20 or more provincial, and 10 or more Edmonton, organizations and educational agencies to meet in the Parliament Buildings, Edmonton, on Tuesday, June 29, 1943. The meeting was opened by the Honourable Ernest Manning, Premier of the Province. The Honourable Solon E. Low, Minister of Education, presided. Representatives from the following organizations and agencies were present:

The Alberta Department of Education, the University of Alberta, the Alberta Department of Agriculture, the Alberta Department of Health, the United Farmers of Alberta, the United Farm Women of Alberta, the Junior United Farmers of Alberta, the Alberta Federation of Agriculture, the Alberta Women's Institute, the Alberta Farmers' Union, the Alberta Teachers' Association, the Alberta Trustees' Association, the Alberta Federation of Home and School Associations, the Alberta Branch of the Canadian Handicrafts Guild, the Alberta Library Association, the Provincial Red Cross Association, the Alberta Branch of the Canadian Legion, the Local Council of Women of Edmonton, the Edmonton Ministerial Association, the University Women's Club of Edmonton, the Edmonton Branch of the Institute of International Affairs, the Men's Canadian Club of Edmonton, the Women's Canadian Club of Edmonton, the Citizens' Volunteer Bureau of Edmonton, the Edmonton Council for Canadian Unity, the Edmonton Chamber of Commerce, and the Edmonton Junior Chamber of Commerce. The Alberta Board of Trade and Agriculture, and the Alberta Federation of Labour, though not represented at the organization meeting, now have representation on the Alberta Council on Adult Education.

A draft memorandum setting out proposed aims and objectives, methods of procedure and a constitution was submitted for consideration. In the course of his preliminary remarks, the Chairman pointed out the peculiar need for adult education in this time of social reconstruction in order to strengthen the foundations of democracy. To meet this need, he believed that some form of provincial organization was necessary to direct the attention of the public to the vital importance of adult education, to co-ordinate the activities of a number of educational agencies now at work in this field, and to mobilize a personnel for leadership in this movement. He explained that it was not the intention of the Department of Education to assume direct responsibility for adult education, but rather to help launch successfully a representative Provincial Council, that could itself initiate a programme and activities, with some assistance at times from the Department and its officials. He mentioned also the desirability of co-operation between any provincial organization that might be established and the Canadian Council for Adult Education. He directed attention to the Manifesto issued by this Dominion organization, copies of which were distributed at the meeting. Later this document was read to the representatives, with special emphasis on the following opening paragraphs:

"The Canadian Association for Adult Education confronting the challenge of world events, in its annual convention of May, 1943, desires to affirm its stand in regard to the basic issues of the crisis and to call upon all interested individuals and groups to share with the Association the urgent educational task of creating and strengthening those attitudes and understandings upon which a new Canadian and world society can be founded.

"The C.A.A.E. believes that in this day of total war and total challenge, academic aloofness and neutrality are not enough and that it is obliged to declare itself categorically upon those basic issues of human principle which underlie the social and economic, and spiritual problems of our times."

After considering fully the draft memorandum, the meeting resolved unanimously to organize the Alberta Adult Education Association on the basis of this memorandum, and to set up as the directing body in this Association an Alberta Council on Adult Education, consisting of members present in a representative capacity at the meeting, and other that might be added under the terms of the constitution.

The following sections of the draft memorandum respecting objectives and procedures were adopted unanimously:

*Aims and Objectives.*

(1) To promote social understanding and insight both of groups and of individuals respecting the problems of social reconstruction and of a post-war world dedicated to the welfare of all the people.

(2) To encourage an attitude of open-minded enquiry in the study of these problems.

(3) To revive the spirit of our democracy; to strengthen its character as "government by consent freely expressed"; and to make it clear to our people that in our highly complex society, with its scientific technology and large-scale production, the democracy of free consent cannot endure without understanding, factual information and a rational approach to conflicting interests—in effect, without a greatly increased effort in the field of adult education.

(4) To encourage the organizing of educational opportunities for adults in any field where there appears to be a need.

*Methods of Procedure.*

The aims and objectives of the Alberta Council on Adult Education shall be achieved by the following and other appropriate means:

(1) Organizing in local committees throughout the Province public meetings, panel discussions, open forums, radio forums, study and library groups, and other such activities and facilities.

(2) Co-ordinating the work of educational institutions, organizations and agencies, with a view to developing the most effective programme of training for democratic citizenship.

(3) Assisting in and giving co-ordinated direction to the development of community-action programmes, designed to raise living standards and contribute to the welfare of the citizens.

(4) Mobilizing a trained personnel in order to give assistance and direction to specific community projects.

(5) Bringing about a more effective utilization of existing equipment, facilities and services: e.g., the use of schools as community centres, with the co-operation of teachers, superintendents and community leaders in planned programmes of adult education.

(6) Facilitating the widest and most effective use of such aids to education as the radio, the film and libraries.

An Executive Committee of the Alberta Adult Education Association and of the Alberta Council on Adult Education was elected at the meeting, to consist, for the current year, of the following persons:

President—Dr. H. C. Newland.
Vice-Presidents—Mr. Donald Cameron and Mr. E. W. Brunsden.
Other Members—Mrs. T. K. Lockwood, Mr. R. M. Putnam, Mr. H. Gourlay and Mr. A. Farmilo.

The Executive Committee was instructed to put the proposed constitution in final form, and to submit it, along with plans for a year's programme of activities, at the next meeting of the Council.

This second meeting was held in the Committee Room of the Legislative Buildings on Friday, October 15, 1943. Mr. Leonard Bercuson was appointed as Secretary; the constitution was adopted; and a budget and programme were approved for the year 1943-44. Provision was made for setting up Community Councils in different parts of the Province; these to give leadership in organizing community programmes of adult education with the assistance of the Alberta Council.

It can now be said that the Province has the service of an active organization, capable of achieving real success in the field of Adult Education.

### H.—Committee on Certification

Meetings of this Committee were held on March 3, June 28 and October 9.

The first meeting considered what action it should take in a number of cases amounting to breach of contract on the part of teachers who discontinued their service with an employing school board and either quit the profession or accepted a teaching position with another board. The committee recommended that in cases where, on due inquiry, it was found that the teachers concerned had left their schools under conditions amounting to a flagrant breach of contract, the certificates of such teachers should be suspended; and that the teachers be informed that any attempt to secure employment with a school board during such period of suspension would render them liable to prosecution under Section 154 of The School Act. Cases where teachers are alleged to have broken contracts but are still teaching were to be referred to the Discipline Committee of the Alberta Teachers' Association, if the facts appeared to warrant such action.

With respect to the teacher shortage, the Committee did not question the principle upon which the Department had been working: namely, that whereas the Department might be justified in permitting inadequately trained persons to take positions as teachers in elementary-school classrooms in rural areas in order that junior pupils might not be deprived of all opportunity to get some basic

schooling, a similar policy could not be applied at the high-school level. Consequently, if there is a shortage of high-school teachers many students may have to do without high-school education during the war period. The same policy should apply with respect to optional subjects of the high-school programme. Teachers who lack both high-school certification and special training of a reasonably high standard in high-school options should not be permitted to offer instruction in such subjects.

The Committee reaffirmed its former resolution that the Department ought not, even in the event of extreme urgency, permit high-school graduates to go out as teachers in rural schools without at least a short course of normal-school training. It was hoped that the raising of the statutory minimum salary might increase the enrolment in the Normal Schools, and that the trainee system would be continued, as the best means under present conditions of supplying teachers for rural schools.

At the second meeting, the Committee considered the question of enlarging the scope of the elementary and intermediate-school certificate in order to provide teachers for senior rooms in schools in which Grade IX instruction is offered. The Committee felt that if such a change were made, teachers who had taken any summer-school or regular undergraduate courses at the University, and particularly in the Faculty of Education, and had thereby demonstrated their ambition and inclination in the direction of qualifying for high-school work, ought to have the first chance at taking the benefit of this concession respecting the elementary and intermediate-school certificate. Accordingly, the Chairman and the Chief Inspector of Schools recommended to the Minister that provision be made by Order in Council for permitting teachers holding the elementary and intermediate-school certificate who have taken courses in the Faculty of Education to undertake the teaching of Grade XI.

Subsequently to this meeting, the Chairman discussed with members of the Committee the necessity in certain cases for waiving the rule with respect to the lapsing of teachers' certificates for non-use. It was agreed by members of the Committee that, in applying this rule, the Department should not count time against a teacher's certificate for any of the following causes:

(1) Absence from the profession to attend educational institutions in order to improve professional and/or academic qualifications.
(2) Absence during a term of service in His Majesty's forces.
(3) Absence during service as a member of the House of Commons, Ottawa, or the Provincial Legislature.

At the third meeting of the Committee, it was resolved to recommend as follows respecting the elementary and intermediate-school certificate:

(1) That, upon the certification of an inspector of schools that effort has been made to procure a teacher possessing the necessary qualifications for a school and that one has not been found, the Minister may authorize a teacher holding the elementary and intermediate-school certificate, nominated by the inspector, to teach Grade XI subjects, such authority to be effective for the year ending July 31, 1944.

(2) That no holder of a second-class certificate should be authorized or permitted to teach Grade XI subjects.

## I.—Teacher-Training

*I.—Unification of Teacher-Training Courses.*

The University Survey Committee recommended that the teacher-training programme of the Normal Schools, of the Provincial Institute of Technology and Art, and of the Faculty of Education at the University be unified, and integrated under the Faculty of Education as soon as the necessary building accommodation is available. The same proposal has been considered favourably by the Subcommittee on Education and Vocational Training of the Post-war Reconstruction Committee.

Accordingly, a meeting of representatives of the Department of Education, the Faculty of Education of the University of Alberta, the Normal Schools and the Alberta Teachers' Association was held in the Committee Room of the Legislative Chambers on Thursday, November 18, 1943, for the purpose of considering plans for effecting the unification of teacher-training in Alberta. The following representatives were present: Dr. G. F. McNally (for the greater part of the afternoon session), Dr. M. E. LaZerte, Dr. C. Sansom, Mr. J. W. Barnett, Dr. G. S. Lord, Mr. W. D. McDougall, Mr. H. A. MacGregor, Mr. G. F. Manning, Miss Rae Chittick and Mr. G. K. Sheane. The Supervisor of Schools acted as Chairman. Mr. J. Fowler, Principal of the Institute of Technology and Art, Calgary, had been detained in the East, and was unable to be present.

After some general comment and discussion, in which approval was expressed of the plans submitted for the unification of teacher-training, certain definite questions were raised, which the Chairman set down in the following order:

(1) The Liaison Committee and its relation to the Committee on Certification.
(2) (a) The Normal School staff in relation to the University staff.
    (b) The superannuation of the Normal School staff.
    (c) The relation of the Normal School staff to the Civil Service.
(3) The relation of teacher-training to the school curriculum, and the control of the curriculum.
(4) The relation of the school superintendents to the teacher-training programme.
(5) The relation of the Banff School of Fine Arts to the teacher-training programme.
(6) (a) The relation of teachers' salaries to further improvement in the teacher-training programme.
    (b) Federal aid for teacher-training.

In regard to these matters, the following resolutions were passed:

1. That the Alberta Teachers' Association be given representation on the Liaison Committee.
2. That the Liaison Committee be continued as an Advisory Board, with its powers expanded to embrace all problems relating to the teacher-training staff, admission to the teacher-training courses, the teacher-training programme, and the

certification of teachers; provided that a smaller standing committee of the Advisory Board should deal with matters of detail.

3. That the proposed Advisory Board be created by Order in Council.
4. That under the proposed new plan no person transferred from the Normal School staff to the new teacher-training staff should be placed at a financial disadvantage in respect to the salary schedule through such transfer.
5. That a special committee be appointed to study the superannuation scheme now in effect for the Normal School staff, and the University scheme, and report to this body before final arrangements for the new plan are concluded.
6. That all courses required for general or special certificates be under the direction of the Advisory Board.

At the conclusion of the conference, the Chairman pointed out that the implementation of the new teacher-training plan would supersede the present arrangement, whereby the Department of Education offers a substantial number of summer-school courses not carrying University credit. While it will still be necessary, he thought, that the Department should make provision for certain refresher courses in the former manner, the greater part of the professional courses could, and should, be placed on a University footing and carry University credit. With this view, the feeling of the conference was in complete agreement. The Chairman then asked that any members who wished to voice objections to the general principles involved in the plan should take the present occasion to do so, because it was considered necessary to make arrangements during the month of December for the courses to be given at the Summer School of 1944 under the direction of the Faculty of Education. He further stated that he and Dr. LaZerte proposed to set to work immediately on plans for the summer-school courses.

*II.—The Summer School for Teachers.*

Summer-school sessions at Edmonton and Calgary were conducted under much the same arrangements as those for the preceding year: the Edmonton session at the University of Alberta, and at the Normal School in the Garneau Building; and the Calgary session at the Western Canada High School. Courses in Home Economics, General Shop and Shop Subjects were offered in Calgary, but not in Edmonton. There was a further decrease in enrolment, with a corresponding retrenchment in the offering of courses.

SUMMER SCHOOL STATISTICS, 1943

| | |
|---|---|
| Number registered in Department of Education Summer School: | |
| Edmonton | 485 |
| Calgary | 306 |
| Number registered in University of Alberta Summer School | 325 |
| Total registration | 1,116 |
| Duplicates | 31 |
| Net registration | 1,085 |
| Number of Second Class Teachers who completed successfully the course for raising their certificates: | |
| Edmonton | 7 |
| Calgary | 5 |
| Number of Normal-School graduates of the year 1937 and thereafter holding an Interim Certificate who completed the five summer-school credits required for their Permanent Certificate | 359 |

| | |
|---|---|
| Number of professional subjects offered: | |
| Edmonton | 37 |
| Calgary | 17 |
| Number of Academic subjects offered (Edmonton) | 1 |
| Number of special courses offered (Edmonton) | 1 |
| Number of Shop courses offered (Calgary) | 18 |
| Number on instructional staff: | |
| Edmonton | 33 |
| Calgary | 23 |
| Total | 56 |
| Number of summer-school certificates issued | 779 |
| Number of teachers who qualified for special certificates: | |
| Swimming | 25 |
| St. John Ambulance Certificate in First Aid | 67 |
| St. John Ambulance Certificate in Home Nursing | 13 |

A number of certificates have been issued in Music, Bookkeeping, Typewriting, Physical Education, Art, Home Economics, and General Shop and Shop Subjects.

*III.—Emergency Teacher-Training Programme,* 1943-44.

In order to supply more teachers for rural schools, it was found necessary this year to modify in two respects the trainee system introduced last year as a war-emergency measure:

First, candidates holding a high-school diploma were admitted on August 4 and on November 1 for a three months' training course, on the understanding that they would serve in rural schools. They were not required to return to the Normal Schools, but were given only a "letter of authority." As soon as the superintendents report favourably on their work, they will be granted "war-emergency interim teacher's certificates." Thereafter, further training through summer-school courses will be required of them before they are granted the regular interim elementary and intermediate-school certificate.

In the second place, candidates holding 85 or more high-school credits, but not a high-school diploma, were admitted on November 1 to the regular seven and a half months' training course, on the understanding that on the successful completion of this course, they would be granted both a high-school diploma and the "war-emergency interim teacher's certificate," mentioned above.

For the same purpose, an accelerated and somewhat shortened teacher-training course was offered at the Faculty of Education of the University. Undergraduates who complete this course successfully will be granted the "interim junior certificate for the high school," and graduates, the "high-school certificate."

*IV.—Reports from the Normal Schools.*

*Enrolment for Teacher-Training*

The total enrolment at the Normal Schools during the year 1943, including trainees in attendance and also trainees in service, was as shown in the following table, which shows also the teacher-training enrolment in the Faculty of Education at the University:

| | January, 1943 | August, 1943 | November, 1943 |
|---|---|---|---|
| Edmonton Normal School | 347 | 192 | 156 |
| Calgary Normal School | 193 | 152 | 13 |
| | 540 | 344 | 169 |
| Faculty of Education | 26 | 52 | 39 |

It can be seen that the number of candidates who were enrolled in the fall term of 1943 for teacher-training at the Normal Schools was somewhat under the enrolment for the preceding term. Under pre-war conditions, the total teacher-training enrolment in the Normal Schools and in the Faculty of Education would have been

sufficient to meet the need at that time. Since that time there has been a decline in the enrolment of the Normal Schools, and—what is even more serious—a decline in the mental ability of the personnel enrolled.

Each year, from 200 to 400 Teachers Colleges, Universities and Graduate Schools all over North America have been administering the Thurstone Psychological Examination to all incoming students; and the Edmonton Normal School has been giving this same test to candidates for teacher-training. The rankings of this institution for successive years were as follows:

| | |
|---|---|
| 1932— 25th in 204 reporting | 1939— 66th in 325 reporting |
| 1935— 21st in 265 reporting | 1940— 69th in . . reporting |
| 1936— 13th in 304 reporting | 1941—186th in 373 reporting |
| 1937— 35th in 323 reporting | 1942—111th in 253 reporting |
| 1938— 66th in 355 reporting | |

It seems evident, says the Principal, that—

1. In the early depression years, 1932-37, prospective teachers here were a highly selected group.
2. In the later depression years the quality was still good, but dropping.
3. In the war years, 1941-42, the schools were not able to compete favourably with other professions and types of work in attracting students of high mental ability.
4. The trend is definitely downward from 1932.

In this connection, the Principal offers statistics showing that whereas in the year 1930-31 the percentage of candidates of British descent was 70, it has been decreasing steadily; and in 1943-44 it was only 35%. There is also a change in the economic status of the families from which students come to the Edmonton Normal School. In 1932-33, the percentage from farm homes was 50; in 1937-38 it was 64, and in 1943-44 it was 80.

The Principal of the Calgary Normal School reports a progressive deterioration in the quality of the young people presenting themselves for normal-school training, which must give occasion for grave concern on the part of educational authorities. Another phase of this condition is disclosed by the reports of the medical officers on the health of the normal-school students. Most of their health disabilities are such as could readily be remedied. Carelessness in such matters as the care of teeth, the protection of eyesight and the retention of tonsils indicate a lowering of the parents' socio-economic status. Giving the Normal Schools authority to require remedial treatment before recommending teachers for certification would be of benefit to many of the students.

## J.—A Programme of Action

From this report two important theses respecting education should become clear: First, we are still supplying education on a scarcity basis, when we should—and perhaps could—be supplying it abundantly. To do so would necessitate a doubling of our financial support for education. In the second place, the status of teaching and of the teacher must be raised relatively to that of other vocations. There are two ways by which an improvement can be made; namely, by increasing very substantially the remuneration for rural teaching; and by giving the teacher-training programme greater prestige and effectiveness through lengthening it and associating it with undergraduate training in the University.

Some way must be found in which it will be possible to mobilize the thinking of the public about the vital importance of education in a democracy, and the possibilities for an expanded programme of education. One could recommend that some challenging document like the Sixth Yearbook of the John Dewey Society, entitled, "Mobilizing Educational Resources for Winning the War and the Peace" (Harper and Brothers), be made "required reading" for all school boards and public bodies generally throughout the Province.

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## REPORT OF THE REGISTRAR

(R. V. BELLAMY)

*Grade XII Examinations.*

The most notable feature of the Grade XII examinations was the decrease in the number of candidates. The following table gives the number of candidates for the Departmental Grade XII June Examinations during the past five years:

| Year | 1939 | 1940 | 1941 | 1942 | 1943 |
|---|---|---|---|---|---|
| Number of Candidates | 7,155 | 7,230 | 7,030 | 6,256 | 5,224 |

The Grade XII June examinations of 1943 were marked by a staff of 155 sub-examiners, under supervision of High School Inspectors D. Sullivan, H. Sweet, and H. Sparby. The distribution of 20,306 examinations papers according to subject was as follows:

| | | | |
|---|---|---|---|
| English 3, Literature | 3,352 | Chemistry 2 | 1,918 |
| English 3, Language | 3,353 | Physics 2 | 1,522 |
| Social Studies 3 | 3,311 | Latin 3 | 345 |
| Algebra 2 | 1,926 | French 3 | 1,260 |
| Trigonometry and A. Geometry | 1,708 | German 3 | 9 |
| Biology 2 | 1,602 | | |

Appeal for re-marking of examination papers were received from 540 students. In all, 722 papers were re-read.

Supplemental examinations were held in August at 67 centres. A total of 1,403 candidates submitted 2,213 papers.

The following table gives the number of Grade XII High School Graduation Diplomas issued during the past four years:

| Year | 1940 | 1941 | 1942 | 1943 |
|---|---|---|---|---|
| Number of Graduates | 2,272 | 2,400 | 2,230 | 1,992 |

The table below shows the number of candidates who have written the Special Tests for admission to Normal School:

| Year | 1940 | 1941 | 1942 | 1943 |
|---|---|---|---|---|
| Number of Candidates | 844 | 748 | 994 | 971 |

*Grade IX Examinations.*

The Grade IX papers were marked by a staff of 191 sub-examiners under supervision of Superintendents C. Robinson and G. Wilson.

In 1943 the Department discontinued the policy of issuing letter gradings for individual subjects of Grade IX. Students were given general category gradings of A, B, C, or D.

TABLE SHOWING NUMBER OF CANDIDATES AND WRITING CENTRES FOR GRADE IX EXAMINATIONS

| Year | 1937 | 1938 | 1939 | 1940 | 1941 | 1942 | 1943 |
|---|---|---|---|---|---|---|---|
| No. of Candidates | 8,349 | 9,390 | 9,431 | 9,869 | 9,600 | 9,772 | 9,199 |
| No. of Writing Centres | 1,435 | 1,715 | 1,665 | 1,493 | 1,757 | 1,737 | 1,515 |

*Non-Examination Subjects.*

Confidential reports covering non-examination subjects of the High School Programme were submitted to the Department by the Principals of all schools offering high school instruction. Results in non-examination subjects were issued by the Department of Education and were mailed direct to the students. Copies of results were supplied to School Districts and Divisional Board offices.

Certificates of credits have been issued as indicated below:

| Year | 1941 | 1942 | 1943 |
|---|---|---|---|
| Grade XII | 5,793 | 5,204 | 4,219 |
| Grade XI | 5,730 | 5,977 | 5,366 |
| Grade X | 6,773 | 6,829 | 6,388 |
| Special One Year Commercial | 118 | 78 | 44 |
| Total | 18,414 | 18,088 | 16,017 |

*Examinations of Western Board of Music.*

Arrangements were made by the Examinations Branch for the examinations of the Western Board of Music. The examinations in Theory were written in February and June at the following centres:

| | I | II | III | IV |
|---|---|---|---|---|
| Andrew | | 1 | 1 | |
| Edmonton | | | 5 | 2 |
| Iron Springs | 1 | 1 | | |
| | 1 | 2 | 6 | 2 |
| Total | | | | 11 |

Mrs. Jessie Kennedy examined the following candidates in Pianoforte:

| | I | II | III | IV | V | VI |
|---|---|---|---|---|---|---|
| Edmonton | 3 | 6 | 3 | | 5 | 3 |
| Peace River | 1 | 3 | 2 | 2 | 2 | |
| | 4 | 9 | 5 | 2 | 7 | 3 |
| Total | | | | | | 30 |

The following table shows the progress of the Western Board of Music over a period of seven years:

| Year | Number of Candidates | | |
|---|---|---|---|
| | Practical | Theoretical | Total |
| 1937 | 6 | 3 | 9 |
| 1938 | 11 | 8 | 19 |
| 1939 | 26 | 9 | 35 |
| 1940 | 27 | 29 | 56 |
| 1941 | 37 | 43 | 80 |
| 1942 | 41 | 29 | 70 |
| 1943 | 30 | 11 | 41 |

*School Credits for Cadet Training.*

High School credits were granted on Cadet Training where the requirements were met in the matter of pre-requisite standing and instruction hours, provided the instruction offered was approved by the Provincial Officers Commanding, namely, Captain Ritson-Bennett for Military Cadet Training, Squadron-Leader Bowman for Air Cadet Training, and Lieutenant-Commander Dawson and Lieutenant Commander Dattels for Sea Cadet Training.

NUMBER OF SCHOOLS REPORTING CADET ACTIVITIES

| | Military | Air | Sea |
|---|---|---|---|
| 1942 | 27 | 13 | |
| 1943 | 26 | 22 | 8 |

*Scholarships.*

The Examinations Branch reviewed the educational standing of students to make recommendations regarding scholarships and prizes offered by the following:

I.O.D.E. (Grades IX and XII).
Home and School Associations (Grade IX).
School Boards (Grade IX).
Governor-General's Bronze Medals (Grade IX).
R. B. Bennett, Calgary (Grades IX and XII).
Gyro Club, Edmonton (Grade IX).
Canadian Women's Club, Calgary (Grade XII).
Western Canada, Calgary (Grade XII).
Tegler (Grade XII).
University Women's Club (Grade XII).
University of Alberta (Grade XII).
Board of Governors (Grade XII).

*Classification of High Schools.*

Principals of high schools submit to the Department on the Form A card information concerning organization of the high school. The table below gives the number of schools offering the type of instruction indicated:

| Type of Instruction | 1941 | 1942 | 1943 |
|---|---|---|---|
| Including Grade XII | 370 | 313 | 282 |
| Including Grade XI but not higher | 153 | 184 | 184 |
| Including Grade X but not higher | 179 | 151 | 121 |
| Special one year Commercial | 5 | 5 | 6 |
| Group C Technical | 3 | 3 | 3 |
| Group B Commercial | 16 | 19 | 25 |

CCERTIFICATES ISSUED DURING THE YEAR 1943

| Certificates | Alberta | Other Provinces | British | Totals | Grand Total |
|---|---|---|---|---|---|
| **(a) Interim Certificates:** | | | | | |
| High School Class: | | | | | |
| Alberta (including 22 re-issued, 4 married) | 44 | | | 44 | |
| Saskatchewan | | 2 | | | |
| Ontario | | 2 | | | |
| Quebec | | 1 | | 5 | |
| Junior High School Class: | | | | | |
| Alberta (including 12 re-issued) | 18 | | | 18 | |
| Saskatchewan | | 1 | | | |
| New Brunswick | | 1 | | 2 | |
| England | | | 1 | 1 | |
| First Class: | | | | | |
| Alberta (married) | 6 | | | 6 | |
| Elementary and Intermediate Class: | | | | | |
| Alberta | 608 | | | 608 | |
| Saskatchewan | | 8 | | | |
| Ontario | | 5 | | 13 | |
| Second Class: | | | | | |
| Alberta (married) | 28 | | | 28 | 725 |
| **(b) Permanent Certificates:** | | | | | |
| Academic Class: | | | | | |
| Alberta (married) | 5 | | | | |
| High School Class: | | | | | |
| Alberta (including 3 married) | 23 | | | | |
| Junior High School Class: | | | | | |
| Alberta | 1 | | | | |
| First Class: | | | | | |
| Alberta (including 9 re-issued, 102 married) | 125 | | | | |
| Elementary and Intermediate Class: | | | | | |
| Alberta (including 27 re-issued, 54 married) | 408 | | | | |
| Second Class: | | | | | |
| Alberta (including 1 re-issued, 93 married) | 104 | | | 666 | 666 |
| | 1,370 | 20 | 1 | 1,391 | 1,391 |

N.B.—The table shown above includes in its Alberta list 357 certificates re-issued on account of change of name through marriage; 66 re-issued to teachers who have qualified for certificates of higher rank than those originally granted to them; 3 re-issued by Order-in-Council; 6 re-issued on account of "Change of Name."

In addition to the above General Certificates, Special Certificates have been issued as follows for the teaching of Art, Music, Dramatics, Physical Education, Shop Subjects, Home Economics, Bookkeeping, Typewriting, Stenography, and Commercial Subjects. Qualifications for these special certificates may be obtained by courses taken at Summer School, at the University, or other recognized institutions.

**(c) Special Certificates:**

| | |
|---|---|
| Advanced Certificates | 4 |
| Senior Certificate | 53 |
| Junior Certificate | 406 |
| Total | 463 |

In addition to the above, Provisional Certificates were issued to teachers who had partially completed their training in the Faculty of Education of the University of Alberta. They are required to return to the University to complete their training at a later date. Special Interim Certificates were also issued to teachers who completed a three-month course of training at Normal School. They are required to complete further professional courses before receiving their regular teachers' certificates. Letters of Authority were issued to persons whose academic and professional training was satisfactory to the Department. This action was taken so that schools might be kept in operation which would otherwise be without teachers owing to war-time conditions.

| | |
|---|---|
| Provisional Certificates, valid until July 31st, 1944 | 12 |
| Special Interim Certificates, valid until July 31st, 1944 | 331 |
| Letters of Authority, valid not later than July 31st, 1944 | 150 |

# REPORT OF THE CORRESPONDENCE SCHOOL BRANCH FOR THE YEAR 1943

(G. F. BRUCE, *Acting Director*)

## GENERAL REMARKS

The Correspondence School Branch continued to render invaluable service to thousands of pupils, students and adults, throughout the Province. The general policy of the Director, Mr. J. W. Chalmers, M.A., M.Ed. (P.O. Chalmers, No. 2 A.O.S., Edmonton), was followed, and only minor changes were made where deemed expedient.

During the year many courses were prepared in advance, and in only a very few instances was any inconvenience experienced by the students. Lessons were corrected and returned more promptly than during the previous year, and it cannot be denied that correspondence students were given better service than ever before.

Definite steps were taken during the year to:

1. Have students register earlier in the autumn.
2. Build a more complete understanding between the School Divisions and the Correspondence School Branch.
3. Awaken an awareness on the part of classroom teachers of some measure of responsibility for the satisfactory completion of correspondence courses taken by students in their classroom.

Some measure of success was attained in regard to each of these problems, but it is hoped that with continued effort much more will be accomplished during the years that lie ahead.

*Elementary Section.*

The work of this section has continued under the able leadership of the Section Supervisor, Miss S. K. Robinson. Unfortunately, she suffered a somewhat lengthly illness during the summer and autumn months. During that time the weight of responsibilities was very capably borne by Miss Ruth Lomas.

Statistics indicate a continued increase in enrolment:

TABLE 1

| | Jan./42-Dec./42 | Jan./43-Des./43 |
|---|---|---|
| Unorganized Areas | 255 | 263 |
| Organized Areas (Approved) | 75 | 75 |
| North-West Territories | 10 | 4 |
| School Closed | 133 | 419 |
| Medical Certificate | 36 | 35 |
| Adults | 9 | 13 |
| Eligible re School Act | 178 | 185 |
| Totals | 696 | 994 |

Special attention is drawn to the services rendered to the special unit of the University Hospital and to the Junior Red Cross Hospital in Calgary. Courses are free of charge to both of these, but the marking of all exercises is done by the teachers of each institution.

The enrolment increase in the elementary grades was much greater in the fall of the year. However, when one considers the number of schools which are without teachers, this increase is really insignificant. When two hundred or more schools are closed an increased enrolment of two hundred to three hundred pupils is quite small.

A few replacements and additions to the staff have been found necessary, but every effort is being put forward to keep the correcting of each pupil's work up to date.

*Intermediate Section.*

The Intermediate Section of the Correspondence School Branch gives instruction to students of Grades VII, VIII and IX. The students represent those who do not enjoy school facilities, but proceed with their studies at home, a number of adults who are improving their academic education, a few whose health makes regular classroom attendance impossible, and many (especially at the Grade IX level) who attend local schools and study courses under the supervision of the teacher.

There has been very little change in the personnel, and service rendered under the experienced leadership of the Section Supervisor, Miss E. C. Hopkins, continues to be of a high order. Some attempt was made through the use of achievement tests to determine the extent of each pupil's preparation for the work of Grade IX. The general results compared favourably with a control group of students in an Edmonton Intermediate School.

The Intermediate enrolment as at December 31, 1943, is shown below:

TABLE 2

| Active Registrants as at Dec. 31, 1942: | | Active Registrants as at Dec. 31, 1943: | |
|---|---|---|---|
| Grade VII | 45 | Grade VII | 69 |
| Grade VIII | 71 | Grade VIII | 103 |
| Grade IX | 421 | Grade IX | 357 |

The registration in Grade IX shows a definite decline. This may be due in part to a change in registration policy. In 1942, two-year programme students were considered as active until the early spring of the following year. In the fall of 1943 all who did not indicate their intention of resuming their studies were struck off the register. There is little doubt, also, that the shortage of help on the farm has had its effect on the total registration.

Table 3 shows the total number of Grade IX students of the school year 1942-43, their classifications and general attainments:

TABLE 3

| Category | Registered | Cancelled | Net | Recommended for Examinations | Recommended for 2-year Programme |
|---|---|---|---|---|---|
| Complete Grade IX Courses | 209 | 73 | 136 | 67 | 69 |
| Compulsory Subjects only | 25 | 6 | 19 | 3 | 10 |
| Some Compulsories only | 19 | 2 | 17 | 17 | |
| Two-year Complete Programme | 104 | 59 | 45 | 17 | |
| Options only | 131 | 9 | 122 | 122 | |
| Courses not for Credit | 4 | 2 | 2 | | |
| Totals | 492 | 151 | 341 | 226 | 79 |

Of the students recommended to take advantage of the two-year programmes, 30 re-registered in the autumn of 1943.

Of the number who registered for the complete Grade IX course by correspondence, a total of 94 presented themselves for the Departmental examinations.

Their success compares quite favourably with that of general Grade IX students throughout the Province.

Of the total (94) who wrote the Departmental examinations: 33 obtained A standing, 30 obtained B standing, 20 obtained C standing, and 11 obtained D standing.

There was a 50% increase over the previous year in the number of candidates who wrote the examinations, and the final results indicate that an opportunity to write was given to all of those who had made a real serious attempt to cover the work of the grade.

*High School Section.*

Contrary to expectation, the registration for high school courses remains high. At the end of December, 1942, a total of 4,990 courses were being taken by 2,418 students. At the end of December, 1943, 4,831 courses were being taken by 2,307.

TABLE 4

| School Year 1941-42 | | | School Year 1942-43 | | |
|---|---|---|---|---|---|
| Grade | Classroom and Corres. Program. | Corres. Program. only | Grade | Classroom and Corres. Program. | Corres. Program. only |
| X | 396 | 364 | X | 399 | 349 |
| XI | 374 | 223 | XI | 383 | 211 |
| XII | 653 | 470 | XII | 530 | 376 |
| Sub-totals | 1,423 | 1,057 | Sub-totals | 1,312 | 936 |
| Teachers | | 339 | Teachers | | 233 |
| Adults | | 184 | Adults | | 159 |
| Grand Total | | 3,003 | Grand Total | | 2,640 |

Summary of total net registrations by courses as on December 31: 1941, 6,114; 1942, 4,990; 1943, 4,831.

During the summer months the instructors were busy compiling final reports, preparing new courses, and revising others. The long vacation of 1943 would have caused a real problem had not several instructors been appointed as sub-examiners of Departmental examinations, while others requested leave of absence without pay.

A set of statistics compiled after the close of the school year shows quite clearly that many registrants for correspondence courses lack sufficient determination to see a task through to its successful completion. Far too many students apply for more courses than they can reasonably be expected to complete.

Much more serious thought on the part of individual students as well as by the Divisional superintendents should be given to a programme before an application is forwarded to the Correspondence School Branch. Much valuable time is lost because applicants and their advisers are not familiar with the regulations and rules presented in the Correspondence School Branch Bulletin.

The year 1942-43 was the first year during which the Correspondence School Branch instructors prepared students for the Grade XII Departmental examinations. Many students did not complete a sufficient number of lessons to make it possible for us to recommend them for examination. Of those who presented themselves as candidates, the results parallel quite closely those of the classroom students of the province.

Students registering for courses in French are required to listen to broadcasts over CKUA or CJCJ and to submit radio assignments. The regulation restricts the enrolment in this subject, but it is felt that no student should receive credits in a high school course in French unless he shows some reasonable knowledge of the spoken language at the level on which he has registered.

Apart from French lessons, broadcasts are given over CKUA under the captions, "These Make History" and "Choose Your World." Sufficient correspondence has been received from air fans, including students, teachers and other interested adults, to assure us that these broadcasts are filling a distinct need.

Our thanks go to CKUA for their hearty co-operation in helping to make our broadcasts such a success.

The work of the year came to a close with a deep sense of loss. Miss Vada McMahan, High School Section Supervisor, who has rendered over four years of very valuabale service, announced her intention to sever her connection with the Correspondence School Branch. A hard worker, a progressive teacher, a splendid organizer, Miss McMahan has seen the work of the Branch grow, and to her is due a large part of the credit for its success. She leaves the Branch at the opening of the year 1944, and will certainly be remembered as a faithful servant of the Government.

*Administrative Section.*

The routine work entailed in the preparation of courses, receiving and approval of applications, the recording of lessons, together with the correspondence in connection with courses, requires the co-operation of an efficient clerical and stenographic staff. Under the direction of Mr. S. E. Kenworthy, work of a high order was done, and this contributed in large measure to the success of the Correspondence School Branch during the year.

In concluding this report, I wish to express my appreciation of the loyal support and co-operation of the staff. Instructors, typists, and clerks have rendered faithful service. Without this, the success of the past year could not have been enjoyed.

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## REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(W. H. SWIFT)

### STAFF

During the year 1943, there were several changes in the inspectoral staff.

The Department lost through death one of its veteran servants in the person of Mr. R. H. Liggett, who had served as an inspector of schools for 25 years. Mr. Liggett was within a year of retirement, and his untimely passing when within sight of a well-earned rest was regretted by all his associates.

Dr. J. C. Hewson, Superintendent of the Castor Division, resigned at the end of the year to accept a commission with the R.C.N.V.R.

In order to fill the above vacancies, as well as those outstanding from 1942, and to provide improved service in northern Alberta, the following were appointed to the staff:

Mr. James A. McKay, M.A., vice-principal in charge of Grade IX and Normal School demonstration teacher, Connaught School, Calgary, to Lac Ste. Anne.

Mr. L. A. Broughton, B.A., principal of schools at Provost and teacher-representative on Departmental committees, to Lac La Biche.

Mr. H. T. Coutts, M.A., principal of schools at Claresholm, to Wainwright.

Mr. C. R. Ford, B.Sc., of the staff of the Edmonton Technical School, to Edson.

At the end of the year there remained without superintendents three Divisions, viz., Macleod, Castor and Neutral Hills.

## Organization of Inspectoral Staff

The elementary and intermediate school inspectors are responsible for the supervision of instruction in Grades I to IX. Each inspector acts also as superintendent of a School Division, advising the board with respect to educational matters. Four superintendents are attached to two Divisions. Three high school inspectors visit schools or rooms offering work above Grade VIII.

INSPECTORS OF ELEMENTARY AND INTERMEDIATE SCHOOLS AND SUPERINTENDENTS OF DIVISIONS

| | Rooms | | | |
|---|---|---|---|---|
| | Elementary and Intermediate | | High | |
| | Div. | Non-Div. | Schools | Totals |
| J. D. Aikenhead, M.A.—Taber No. 6 | 33 | 26 | 9 | 68 |
| Findlay Barnes, B.Sc., B.Ed.—Rocky Mountain No. 15 | 86 | 16 | 8 | 110 |
| L. A. Broughton, B.A.—Lac La Biche | 45 | 17 | 2 | 64 |
| T. C. Byrne, M.A.—Foremost No. 3 | 52 | 7 | 12 | 71 |
| H. T. Coutts, M.A.—Wainwright No. 32 | 55 | 13 | 11 | 79 |
| X. P. Crispo, M.A.—Olds No. 31 | 99 | 16 | 13 | 128 |
| W. R. Dean, B.A.—Fairview No. 50 | 44 | 4 | 4 | 52 |
| E. M. Erickson, B.A., B.Ed.—Sturgeon No. 24 | 100 | 22 | 11 | 133 |
| A. B. Evenson, B.Sc., B.Ed.—St. Mary's River No. 2 | 51 | 56 | 26 | 133 |
| C. Ross Ford, B.Sc.—Edson No. 12 | 50 | 38 | 13 | 101 |
| A. R. Gibson, M.A., B.Paed.—Lamont No. 18 | 86 | 18 | 10 | 114 |
| Lorne Good, B.Sc.—Foothills No. 38 | 35 | 54 | 20 | 109 |
| J. R. S. Hambly, B.Sc., B.Ed.—Acadia No. 8 | 37 | 7 | 3 | 47 |
| F. Hannochko, B.A., B.Ed.—Two Hills No. 21 | 92 | 5 | 10 | 107 |
| W. E. Hay, B.Paed.—Stettler No. 26 | 57 | 33 | 13 | 103 |
| E. W. Hinman, M.A.—Pincher Creek No. 29 | 30 | 52 | 14 | 96 |
| W. E. Hodgson, B.A.—Athabasca No. 42 | 57 | 24 | 6 | 87 |
| G. F. Hollinshead, B.Sc.—Stony Plain No. 23 | 81 | 14 | 6 | 101 |
| C. B. Johnson, B.Sc., M.A.—Grande Prairie No. 14 | 91 | 40 | 10 | 141 |
| W. S. Korek, B.Sc.—Berry Creek No. 1 and Sullivan Lake No. 9 | 43 | 9 | 9 | 61 |
| H. A. Kostash, B.A.—Smoky Lake No. 39 | 110 | 7 | 13 | 130 |
| L. W. Kunelius, M.A., B.Sc.—Pembina No. 37 | 107 | 14 | 7 | 128 |
| C. M. Laverty, B.A.—Vermilion No. 25 | 100 | 13 | 13 | 126 |
| J. J. LeBlanc, B.A.—Clover Bar No. 13 | 108 | 10 | 7 | 125 |
| R. V. McCullough, B.A.—Bow Valley No. 43 and E.I.D. No. 44 | 77 | 14 | 17 | 108 |
| James A. McKay, B.Sc., M.A.—Lac Ste. Anne No. 11 | 81 | 9 | 3 | 93 |
| J. H. McLean, M.A.—Holden No. 17 | 74 | 10 | 9 | 93 |
| Munro MacLeod, M.A.—Wheatland No. 40 | 64 | 20 | 12 | 96 |
| E. C. Miller, B.A.—Provost No. 33 | 50 | 12 | 6 | 68 |
| R. Racette, B.A.—St. Paul No. 45 | 78 | 19 | 7 | 104 |
| C. H. Robinson, M.A., M.Ed.—Camrose No. 20 | 66 | 28 | 20 | 114 |
| H. R. Ross, B.Sc.—Ponoka No. 34 | 83 | 27 | 11 | 121 |
| John Scoffield, B.A.—Wetaskiwin No. 36 and Strawberry No. 49 | 113 | 16 | | 129 |
| E. C. Stehelin, B.A.—Spirit River No. 47 and McLennan No. 48 | 75 | 36 | 7 | 118 |
| J. L. Sylvestre, B.Sc.—Bonnyville No. 46 | 70 | 10 | 8 | 88 |
| L. A. Thurber, B.Sc.—Red Deer No. 35 | 85 | 52 | 17 | 154 |
| L. A. Walker, B.A.—Medicine Hat No. 4 | 71 | 57 | 23 | 151 |
| R. A. Warren, B.A.—Killam No. 22 | 59 | 27 | | 86 |
| J. F. Watkin, M.A., M.Ed.—Drumheller No. 30 | 81 | 70 | 27 | 178 |
| E. W. White, B.A.—Vegreville No. 19 | 68 | 20 | 11 | 99 |
| Owen Williams, B.A.—Lethbridge No. 7 | 75 | 35 | 35 | 145 |
| Geo. L. Wilson, B.Sc.—Calgary No. 41 | 69 | 33 | 12 | 114 |
| Hugh B. Wilson, B.Sc.—Peace River No. 10 | 65 | 25 | 6 | 96 |
| No Inspector—Neutral Hills No. 16 | 64 | 3 | 6 | 73 |
| No Inspector—Macleod No. 28 | 41 | 24 | 20 | 85 |
| No Inspector—Castor No. 27 | 49 | 12 | 7 | 68 |
| | 3,219 | 1,074 | 514 | 4,807 |

INSPECTORS OF HIGH SCHOOLS

D. M. Sullivan—Northern Alberta.
H. C. Sweet, B.A.—Central Alberta.
H. T. Sparby, M.A.—Southern Alberta.

## *Supervision of Elementary and Intermediate Grades*

The following tables compiled from statistics supplied by the Superintendents summarize the work accomplished during the year 1943:

1. TABLE OF MILEAGE

| | Total | Average per Inspectorate |
|---|---|---|
| (a) Rail or bus | 44,591 | 1,037.00 |
| (b) Road | 337,278 | 7,843.67 |
| (c) Other means (Air, etc.) | 6,388 | 148.57 |
| Totals | 388,257 | 9,029.24 |

2. INSPECTION AND SUPERVISION

| | Total days | Average per Inspectorate |
|---|---|---|
| (a) Schools in Divisions | 2,369.5 | 55.10 |
| (b) Schools in Inspectorates outside Divisions | 469.75 | 10.92 |
| (c) Schools not in Inspectorates | 174.5 | 4.06 |
| (d) Indian Schools | 29.75 | .69 |
| (e) Private Schools | 23.5 | .55 |
| Totals | 3,067.00 | 71.32 |

3. INVESTIGATIONS OR ADMINISTRATIVE WORK

| | Total days | Average per Inspectorate |
|---|---|---|
| (a) Districts in Divisions | 2,086.00 | 48.51 |
| (b) Districts in Inspectorates but outside Divisions | 232.50 | 5.41 |
| (c) Official Trustee Duties | 259.25 | 6.03 |
| (d) Attendance Work | 165.75 | 3.85 |
| (e) Examination Work for Department | 114.00 | 2.65 |
| (f) Teaching in Summer School | 182 00 | 4.23 |
| (g) Other special work for Department | 419.5 | 9.76 |
| (h) Reports, Correspondence, Office duties | 4,008.25 | 93.21 |
| (i) Divisional Board meetings | 603.25 | 14.03 |
| (j) Conventions, School Fairs, Festivals | 414.75 | 9.65 |
| | 8,485.25 | 197.33 |

NOTE.—In computing averages the number of inspectors as at December 31, 1943, has been taken as divisor. Since there were many changes of staff during the year, with inspectorates vacant for various periods, the average must be regarded as approximate.

INSPECTION AND SUPERVISION

4. Number of rooms visited in supervisory capacity during the year and reports submitted to the Department:

| | In Divisions | Outside Div. but in Inspectorates | Outside Inspectorates | Total |
|---|---|---|---|---|
| Once | 1,587 | 784 | 313 | 2,684 |
| Twice | 1,120 | 100 | 6 | 1,226 |
| Three times | 368 | 9 | | 377 |
| Four or more times | 88 | 1 | | 89 |
| Totals | 3,163 | 894 | 319 | 4,376 |

5. Number of visits of half-day duration 4,722
Number of visits of less than half-day duration 1,694
Number of complete reports submitted 3,598
Number of memo. reports to teachers 1,799
Number of visits with no reports 1,083

6. Number of rooms the work of which was not inspected or supervised during the year:
(a) In Divisions 257
(b) Not in Divisions 156
Total 413

7. DISTRICTS, ROOMS AND OPERATION

| | In Divisions | Not in Divisions | Total |
|---|---|---|---|
| (a) Total number of districts | 3,495 | 303 | 3,798 |
| (b) Total number of districts in which local school was operated | 2,703 | 281 | 2,984 |
| (c) Number of operating rooms | 3,077 | 1,001 | 4,078 |
| (d) Number of operating schools (including Elementary, Intermediate and High Schools): | | | |
| (1) One room | 2,243 | 78 | 2,321 |
| (2) Two rooms | 249 | 44 | 293 |
| (3) Three rooms | 56 | 47 | 103 |
| (4) Four rooms | 24 | 43 | 67 |
| (5) More than four rooms | 37 | 96 | 133 |
| Grand Total | 2,609 | 308 | 2,917 |

N.B.—This return does not include the cities of Edmonton, Calgary, Lethbridge and Medicine Hat.

8. The following table summarizes the extent to which instruction in Grades IX, X and XI has been authorized in one-room schools of the Province for the December term:

| | |
|---|---|
| Grade IX | 1,012 |
| GradeX | 31 |
| Grade XI | 8 |

## Survey of Educational Conditions and Progress as Indicated by Reports of the Divisional Superintendents

Information received from the staff of Inspector-Superintendents regarding educational conditions and progress in their respective areas has been consolidated and appears below. The matters here reported on are chiefly in the fields of operation and administration. A summary covering supervision and instruction will be found in the report of the Supervisor of Schools.

### *A.—General Economic Conditions*

Reports from the Inspector-Superintendents impress one with the spirit of optimism as to the economic conditions which, in general, prevailed throughout the Province in 1943, which would augur well for a general improvement in the administration of educational affairs for 1944, were it not for the acute situation with regard to the teacher supply.

Tax collecting authorities had an excellent year in collecting both arrears and current taxes. In some instances, collections exceeded the amounts requisitioned by the School Divisions and reserves were built up, which will make it unnecessary to increase the mill rate for 1944, even though it may be necessary for Divisions to increase the amount of their requisitions.

### *B.—Teacher Supply and Operation of Schools*

(a)—*Effect of the War on School Operation.*

War conditions continued to make further serious inroads in the teaching personnel. While the number of male teachers enlisting during the year was fewer than in the previous year, the profession now finds itself in the position where, with the exception of a very limited number of male teachers holding key positions for whom Divisional Boards have procured postponements, practically all of those male teachers of military age who are physically fit are in one of the War Services. The male teacher supply appears to have reached its lowest level, and Inspector-Superintendents are considerably exercised by the fact that there are so few able-bodied male teachers with adequate training and experience to fill the principalships of graded schools.

A number of female teachers enlisted for War Services during the year or took essential Dominion Government positions, while

others left the profession for more lucrative positions before the freezing order was issued.

In many Divisions there was a feeling of unrest and a lack of continuity in the service, with an increasing number of resignations at midsummer. In one Division, the turnover rose from 30% to 55% of the teacher personnel. In another favourably located Division, every second teacher left the Division within one year. In the Smoky Lake Division, 40% of the teachers have been in the profession for a period of two years or less. In one of the most favourably located Divisions, there was difficulty in procuring teachers for the first time in the history of the Division. Divisions in outlying areas, with salary schedules comparing favourably with those of other Divisions, had great difficulty in attracting teachers to isolated schools, these schools being considered by available teachers only after desirable positions were filled. In Wetasakiwin Division, 30% of the schools were without teachers at the opening of the fall term. The situation, however, gradually improved until less than 10% were without teachers at the end of the year. In St. Paul Division, 14 schools remained in operation during the summer months, to make up time lost in the preceding fall due to the inability of the Board to procure teachers.

Owing to transportation difficulties and the shortage of labour, some Divisions found it increasingly difficult to carry on a programme of minor repairs. Major repairs and building programmes were, in the main, deferred for the duration.

Efficient janitor service was at a premium. Some schools found it necessary to rely on pupils for this service.

New vans were difficult to procure. School supplies and equipment manufactured from materials on which there is a war priority were also at a premium.

(b)—*Supply of Qualified Teachers.*

The supply of regularly qualified teachers available in 1943 was even more inadequate than during the preceding year.

The situations presented were taken care of in various ways:

(1) Provision was made for joint operation or centralization. Under such an arrangement, the Divisional Board either provided conveyance for the children or reimbursed the parents for conveyance. In many cases, it was not necessary to increase the staff to take care of the extra students. The instruction received in many of these cases was of higher calibre than would have been offered in a small uninteresting school. The advantage often overbalanced the inconvenience.

Where two or more schools operated jointly for junior grades, instruction was discontinued in the senior rooms for a small class. These senior students were urged to attend town schools taking advantage of dormitory privileges, or to register in correspondence courses. The Divisional Board assumed responsibility for tuition if the school attended were a non-Divisional school in the first instance, or for the Correspondence fees in the second instance.

(2) Many Divisions advertised within and without the Province for ex-teachers to return to the profession. Personal appeals were made by the Superintendents and Divisional Boards for married women who were formerly teachers to perform a war service by

accepting a school. The appeal met with such generous response that there were at the end of the year but few in reserve to call upon when later vacancies occurred. The situation called for a great deal of tact in teacher placement, since these women could carry on their home responsibilities only when placed in their home schools. In some cases, the interests of the school were secondary to their home duties.

(3) Early in November, 275 students attending the Normal Schools were sent to take charge of designated rural schools. These trainees had had three months' training in the essentials and were issued Special Interim Certificates.

(4) In the St. Paul Division, one school was operated on a double-shift system so as to take care of the students from a neighbouring district.

(5) In three Divisions, i.e., St. Paul (two schools), Foremost (four schools), and Grande Prairie (two schools), correspondence courses were provided for the entire school population of elementary grades. Arrangements were made for an adult with some high school training to supervise the courses. Regular hours of study were observed.

Superintendents and all concerned made a supreme effort to provide the best possible instruction under the circumstances for the children of the Province. Nevertheless, it is quite appreciated that war measures have necessarily resulted in a definite lowering of the standard of instruction.

(c)—*Student-Teacher Scheme.*

The trainee system instituted in 1941 was carried on during the spring term of 1943. Requisitions for trainees were submitted by the Superintendents and allocations were made by the Department, assisted by the Normal School staffs. It was not possible to supply the number requested in every instance. Inspector-Superintendents report various plans to assist these young people to find themselves in the midst of almost overwhelming responsibility.

In the Drumheller Division, the schools for which trainees were expected were opened by experienced teachers, who completed the organization and remained with the trainees for a week. The experienced teachers then proceeded to their own schools which, in the meantime, had been closed. Trainees were for the most part placed in schools with small enrolments and light grade distribution. Well-graded schools were chosen for those trainees who were assigned schools with larger enrolments.

Superintendents visited the trainees as often as their duties would permit and, in one Division, a travelling teacher gave much needed assistance.

The trainees in general measured up remarkably well for their limited training and immaturity, and gave a service which would otherwise have been denied a considerable body of children.

(d)—*Teachers' Salaries.*

The problem of teachers' salaries has ever been a vexatious one for teachers and trustees alike. It has long been appreciated that teachers' salaries have not been and are not now commensurate with the importance of the teacher in the life of the child, the community and the nation. Prior to 1943, the legal minimum was

$840 per annum. Legislation was passed in 1943 raising the minimum to be paid to $900 per annum.

Divisional Boards who were formerly paying a lower minimum increased the basic minimum of their schedules accordingly. A few Divisions provided for a higher basic minimum. These Divisions are: Medicine Hat and Vermilion, $960; Macleod, Drumheller, Foothills, Wheatland and Calgary, $940; Lac Ste. Anne and Lamont, $925; E.I.D., $920.

The allowances for experience outside the Divisions vary as to amount and time limit; the annual increments range from $25 to $100 arranged on a sliding scale, such as 100, 50, 50, 50, 50, 50, 50, 30, 30; and 60, 60, 50, 50, 50, 50, 40, 40.

A number of Divisions prescribed the same minimum for all teachers in the Division, with additional allowance for a degree (ranging from $50 to $300); for Principalship ($50 for each room supervised other than his own; or $200 for a Principalship of a two-room school, or $250 for a three-room school); for Special Certificates such as General Shop and Home Economics (from $50 to $100). Other Divisions prescribed a basic minimum for each of the Intermediate and High Schools with a system of increments.

Some Divisions made an allowance of $4.00 per high school credit for instruction in high school units, i.e., for English 2, a five-period unit, $20.00 additional would be allowed. Other Divisions paid a cost-of-living bonus to married teachers with legal dependents as defined by The Income Tax Act, while some paid a bonus to each teacher in the Division regardless of the annual rate of salary. A few Divisions paid a bonus to teachers of ungraded schools where Grade IX was authorized with an enrolment exceeding 25. Additional allowances were made by some Divisions for schools with heavy enrolments.

The average rate of salary was decidedly on the upgrade during the year. It would appear that the general feeling throughout the Province was that teachers' salaries must continue to increase.

The Trustees' Association has recommended a uniform salary schedule for the Province, but the proposal has not been favourably regarded by the Teachers' Association.

By law, salaries must now be paid in twelve monthly instalments, and it is reported that payments were made promptly by Divisional Boards.

(e)—*Isolation Bonuses.*

During the year, the Government instituted a scheme under which bonuses of $100, $150 and $200 were paid to teachers who were prepared to serve in isolated and pioneer schools. The schools were selected by the Department of Education. Many outlying schools were staffed through this inducement which would otherwise have remained closed.

The number of bonuses authorized were as follows: $100 schools, 202; $150 schools, 126; $200 schools, 86.

### C.—*School Divisions*

During 1943, there was very little change in the set-up of the Divisions, since the organization was practically completed the preceding year. Steps were initiated to organize the Lac La Biche

Division No. 51 in order that a Divisional Board might assume the responsibility for the affairs of this Division early in the new year. This involved some reorganization of Athabasca and Pembina Divisions.

The only rural districts now outside of Divisions are those in National Park, those in mining centres, and a very few isolated districts, chiefly in the North.

At the end of the year, 43 Inspectors served as Superintendents of 49 Divisions. Some assistance was given those Superintendents responsible for two Divisions by those having lighter responsibilities.

The following list includes the Secretary of each Division as at December 31st, 1943. The map indicates the boundaries of the Divisions:

ALBERTA SCHOOL DIVISIONS

| No. | Name | Secretary-Treasurer and Address |
|---|---|---|
| 1. | Berry Creek | J. A. Lukey, Sunnynook |
| 2. | St. Mary's River | S. Hesketh, Cardston |
| 3. | Foremost | D. Terriff, Foremost |
| 4. | Medicine Hat | F. G. McLaughlin, Medicine Hat |
| 6. | Taber | H. J. Hart, Taber |
| 7. | Lethbridge | Mrs. Jean E. Glover, Lethbridge |
| 8. | Acadia | C. G. Peterson, Oyen |
| 9. | Sullivan Lake | H. K. Fielding, Hanna |
| 10. | Peace River | P. R. Sproul, Peace River |
| 11. | Lac Ste. Anne | F. W. Wiggins, Sangudo |
| 12. | Edson | Claude Clark Edson |
| 13. | Clover Bar | Chas. Bowker, 10076 100th St., Edmonton |
| 14. | Grande Prairie | Miss B. Tissington, Grande Prairie |
| 15. | Rocky Mountain | J. Stronach, Rocky Mountain House |
| 16. | Neutral Hills | C. G. Stillings, Consort |
| 17. | Holden | V. J. Reay, Holden |
| 18. | Lamont | M. Woycenko, Lamont |
| 19. | Vegreville | D. W. Kennedy, Vegreville |
| 20. | Camrose | A. G. Lewis, Camrose |
| 21. | Two Hills | P. M. Shavchook, Two Hills |
| 22. | Killam | H. T. H. Roberts, Killam |
| 23. | Stony Plain | H. H. Wolfe, Stony Plain |
| 24. | Sturgeon | E. Meaden, 37 Gariepy Block, Edmonton |
| 25. | Vermilion | J. R. Robson, Vermilion |
| 26. | Stettler | Mrs. W. Petherbridge, Stettler |
| 27. | Castor | A. B. Wetter, Castor |
| 28. | Macleod | A. G. Blair, Granum |
| 29. | Pincher Creek | Miss J. G. Fraser Pincher Creek |
| 30. | Drumheller | H. A. Evans, Drumheller |
| 31. | Olds | S. Gilson, Didsbury |
| 32. | Wainwright | Oliver G. Griffths, Wainwright |
| 33. | Provost | J. H. Cochrane, Hughenden |
| 34. | Ponoka | Deforest Nelson, Ponoka |
| 35. | Red Deer | R. C. Ives, Red Deer |
| 36. | Wetaskiwin | Russell, Stevens, Wetaskiwin |
| 37. | Pembina | Walter Burchett, Westlock |
| 38. | Foothills | J. W. Donald, High River |
| 39. | Smoky Lake | S. Antoniuk, Smoky Lake |
| 40. | Wheatland | H. C. Willson, Strathmore |
| 41. | Calgary | F. R. McVeigh, 1001 8th Ave. W., Calgary |
| 42. | Athabasca | J. A. MacIntyre, Colinton |
| 43. | Bow Valley | A. E. Schaife, Cluny |
| 44. | E.I.D. | G. E. Smith, Brooks |
| 45. | St. Paul | J. A. Hamilton-Langlois St. Paul |
| 46. | Bonnyville | W. J. Chester, Bonnyville |
| 47. | Spirit River | John Paul, Spirit River |
| 48. | McLennan | Miss Mary MacArthur, McLennan |
| 49. | Strawberry | W. A. Bradbury, Thorsby |
| 50. | Fairview | Mrs. M. F. Malkinson, Fairview |
| 51. | Lac La Biche | H. E. Carron, Lac La Biche |

(a)—*Capital Expenditure.*

Since war conditions made extensive building programmes prohibitive, only such building as was absolutely essential was attempted. The policy was to keep existing plants in as good a state of repair as was possible. Many Divisions have extensive building programmes planned to be put under way as soon as conditions permit. A number of Divisional Boards have a general policy providing for the building of a specified number of schools each year,

FAIRVIEW
50
10
PEACE RIVER
Fairview
Peace River
47
Spirit River
SPIRIT RIVER
McLennan
Mc LENNAN
48
GRANDE PRAIRIE
Grande Prairie
14
ATHABASCA
42
LAC LA BICHE
51
Colinton
BONNYVILLE
Bonnyville
46
PEMBINA
37
Westlock
SMOKY LAKE
Smoky Lake
39
45
ST PAUL
St Paul
EDSON
Edson
12
LAC ST ANNE
Sangudo
11
24
STURGEON
LAMONT
Lamont
18
13
TWO HILLS
Two Hills
21
STONY PLAIN
23
Stony Plain
Edmonton
Vegreville
VEGREVILLE
VERMILION
Vermilion
19
25
STRAWBERRY
Strawberry
49
CLOVER BAR
Holden
HOLDEN
17
WETASKIWIN
36
Wetaskiwin
Camrose
WAINWRIGHT
Wainwright
PONOKA
34
Ponoka
CAMROSE
20
KILLAM
22
Rilam
32
Hughenden
PROVOST
33
Rocky Mt House
ROCKY MT
15
Red Deer
RED DEER
35
Stettler
STETTLER
26
27
Castor
CASTOR
16
Consort
NEUTRAL HILLS
30
OLDS
31
Didsbury
DRUMHELLER
Drumheller
SULLIVAN LAKE
Hanna
9
8
Oyen
41
40
Bowness
BERRY CREEK
1
ACADIA
Calgary
CALGARY
WREATLAND
Wrentham
BOW VALLEY
43
Bassano
E.I.D
44
FOOTHILLS
Bragg Creek
38
MEDICINE HAT
4
Medicine Hat
MACLEOD
Granum
LETHBRIDGE
TABER
6
Taber
3
29
PINCHER CREEK
28
Lethbridge
7
Vauxhall
ST. MARY'S RIVER
Cardston
2
FOREMOST
MAP
OF
ALBERTA
SHOWING
SCHOOL DIVISIONS

but in most cases it was impossible to carry out such a policy in 1943. In many cases acute situations were taken care of by moving buildings from depopulated areas to districts where overcrowding existed, or where centralized schools were planned.

In the McLennan Division, two new schools were erected according to Plan L.C.F. 38, one having a full basement and furnace; two teacherages with cement foundations, also a barn and ice house were erected, and six new heating units were installed.

Two new schools were erected in th Pembina Division, to replace log buildings. Both were built according to Plan L.C.F. 38, one with a full basement and one with a surface foundation. New buildings were erected in Glenmore and Bowness of the Calgary Division, and two in the Rocky Mountain Division.

In the Red Deer Division, five old schools were replaced by new buildings of frame and insulbrick with full basement. In this Division, practically all of the old schools worth remodelling have been put in shape.

In the Medicine Hat Division, two portable schools were built. The Bonnyville Division is reported to have made its greatest progress in meeting accommodation problems this year. All repair work was given to competent ratepayers resident in the subdivision in which the work was done.

In the Bow Valley Division, improvements were made to the Cluny High School. This unit now includes accommodation for Home Economics, a Science laboratory, typewriting room, library and Principal's office.

In the Lethbridge Division, new classrooms were provided in Iron Springs, Picture Butte, and Readymade; and teachers' residences in Turin, Iron Springs, Readymade, Coalhurst, White, and Harmony. A five-room cottage was rented at Nobleford and converted into a shop. A teacherage was moved to Coalhurst to be used as a Domestic Science room. Of the above, seven buildings were the property of the Division and three were purchased.

In a few cases where new buildings were erected, the costs were found to be as much as 50% higher than in normal times, and the workmanship and materials supplied of an inferior quality.

It would appear from the reports that, with few exceptions, there was not any acute shortage of accommodation. The question of new buildings will, however, continue to be a serious problem for a number of years.

Expenditure for new buildings, for repairs, and for any alterations in school plants was, in general, made from current revenue or from short-term bank loans. In three instances only were debentures sold by Divisional Boards.

In many Divisions, a nominal mill rate was levied and collections placed in a reserve building fund to be used when conditions improve. Some few Divisions invested funds in lumber and others in Victory Bonds. In the Lethbridge Division, a levy of two mills over a period of years, with temporary bank loans, has been found adequate to finance even major building programmes. It is reported to be the intention of this Divisional Board to continue this levy and deposit the revenue therefrom in a fund to take care of future building.

(b)—*Dormitories.*

The dormitory appears to be the solution of the problem for students who attend centralized schools where van service is not feasible, also for students who attend high schools remote from their homes, whether they be Divisional or non-Divisional high schools.

There are 29 dormitories in the Province. All save three are operated by the Divisional Boards. Two of the three are operated by the Anglican Church and one by local endeavour. Of those operated by Divisional Boards, all but four are owned by the Divisional Boards. Many of the dormitories were formerly commodious residences which were remodelled and equipped with modern conveniences, while others are remodelled school buildings.

Dormitory accommodation was provided in these Divisions: Berry Creek, Taber, Sullivan Lake, Lac Ste. Anne, Clover Bar, Rocky Mountain (local endeavour), Neutral Hills, Holden, Stony Plain, Sturgeon, Vermilion, Castor, Pincher Creek, Drumheller, Olds, Ponoka, Red Deer, Pembina, Wheatland, Athabasca (Anglican Church), Bow Valley, and E.I.D.

Those instituted in 1943 include Rocky Mountain, Stony Plain, Sturgeon, Vermilion, Castor. In Vermilion, the new dormitory was for boys, one having been formerly provided for girls.

In the McLennan Inspectorate, a voluntary experiment which proved not entirely satisfactory was attempted on a private basis. Twenty-five Divisional students attending high school took advantage of the set-up in the Immigration Hall. Each student provided furnishings for his own room, dishes and food, and prepared his own food. The Divisional Board is now considering dormitory facilities should a Divisional high school be instituted.

The Boards of the Acadia, Peace River, St. Paul and Fairview Divisions are also considering dormitory accommodation. Additional accommodation is also contemplated by the Boards of Sturgeon, Castor, Ponoka, Wheatland and Athabasca Divisions.

Dormitories accommodate from 9 to 64 students. The average dormitory houses from 25 to 30 students. Board varies from $10.00 to $15.00 per month for Divisional students; the average monthly rate is $12.57 per pupil. Should the revenue not be sufficient to pay the running expenses, the deficit is paid by the Divisional Boards.

In 1943, 706 students taking high school instruction were housed in dormitories.

The chief problem in connection with operating a dormitory in war time is the procuring of the services of competent supervisors.

(c)—*High School Instruction.*

The provision of adequate service in order that every child within the Divisions may have an opportunity to take high school instruction is one of the most difficult problems which Divisional Boards have to solve.

Various ways of meeting the situation were provided during the year, such as—

(1) Authorization of limited high school programmes in small graded schools.

(2) Authorization of reasonably full high school programmes in centralized Divisional High Schools.
(3) Attendance at non-Divisional High Schools.
(4) Registration in Correspondence Courses.

Students prefer to begin their high school work in schools where they may continue to take instruction until such time as they qualify for the High School Diploma.

It is necessary to provide van service or dormitory accommodation for students who attend centralized Divisional High Schools.

The number of Divisional high schools offering a reasonably full high school programme is limited. In general, insufficient options are given at these schools to permit students to choose the options according to their inclinations. As a result, the small high school does not appear to be popular with students.

Provision for attendance at larger high schools in the cities and towns seems to be the procedure which met with the greatest favour in 1943.

In the Acadia, Pincher Creek, Drumheller, Pembina and Athabasca Divisions, the Boards paid the costs of operation of one or more rooms of non-Divisional High Schools, where the children of the Divisions attended and received free tuition. Fees were paid by the Divisions for Divisional students attending non-Divisional high schools other than those for which joint operation was arranged.

Wheatland Division paid 50% of the cost of operating a non-Divisional high school. Rocky Mountain Division paid $1.00 per credit for instruction taken by Divisional students at non-Divisional high schools. Camrose Division had a fixed rate of $40.00 per student. Stettler Division ,in addition to fees, paid a conveyance or subsistence allowance of 25c per day per student. Many other Divisions paid the tuition of Divisional students attending non-Divisional schools.

The Vegreville Divisional Board considers that the rural high school is not the solution of the problem. Three have been closed in this Division.

On the other hand, the Boards of the Holden and St. Paul Divisions have decided to establish Divisional high schools. Peace River Board favours centralized community schools for Grades XI and XII, with Grade X taught in schools near the students' homes. Bow Valley and E.I.D. Divisions favour the Divisional high school. In these two Divisions, practically all the high school students attended Divisional high schools, the one exception being the case of the E.I.D. pupils who attended the Brooks High School. The senior rooms of these Divisions offer Grade X, and dormitory accommodation was provided at the Divisional schools where Grades XI and XII were offered. There are five dormitories in these two Divisions, and each has 14 van routes.

The Spirit River Division operated two one-room high schools. This Board paid a bonus of $5.00 per month for each student to assist in paying living expenses away from home.

In the Medicine Hat Division, each pupil beyond a seven mile limit of a Divisional high school was given the privilege of attending a city high school. Full tuition was paid and $10.00 donated

toward board. If no progress was shown, the privilege was not extended. Expenses were not paid for students who were repeaters. In this Division, 42 students attended city high schools. The arrangement seemed to work satisfactorily.

Divisional Boards assumed responsibility for the payment of correspondence school fees for those students who were not provided with high school instruction at their home schools and were desirous of registering in such courses. Various methods were devised for ensuring the Boards against wastage of public funds for undeserving students.

It is evident that Divisional Boards accepted their responsibility in the matter of providing high school instruction for the children of the Division, and gave very careful consideration to finding the most efficient way of meeting the different situations presented.

(d)—*Conveyance.*

Thirty-one Divisions provided regular van service for conveying children to school. In many cases the vans were motor vehicles and were owned by the Divisions, while, in other cases, they were owned by the van drivers and operated under contract. A few of them were horse-drawn vehicles. Tenders were invited for operating vans. The amounts paid varied from $2.00 to $7.28 per day.

The shortage of teachers in 1943 necessitated temporary arrangements for conveying children from one district to another in the Stettler, Wainwright, Pembina, Smoky Lake, St. Paul, Spirit River, and McLennan Divisions.

Conveyance was not provided in any of the following Divisions: Berry Creek, Edson, Grande Prairie, Lamont (here every district had a school in operation), Two Hills, Provost, Ponoka, Red Deer, Wetaskiwin, Bonnyville, Strawberry.

An allowance was paid parents in lieu of van service, where it was necessary for their children to attend a school other than their own when the home was situated distant from the school and it was impossible for them to take advantage of van service. The rates varied according to the mileage and the number of children in the family. It was only in exceptional cases that an allowance was paid for a child attending his own school. In some Divisions, all children along the van route without age distinction might ride in the vans, while in others the service was limited to children in Grades I to VIII or IX.

In the Lethbridge Division, where van service was used to the greatest extent, 54 vans were used, 22 of these being the property of the Division. They vary in load capacity from 20 to 40 children. All have heating equipment. Twelve miles is the average length of a van route. Fifty-two per cent of the children of the Division, i.e., 1,495 children, were transported in vans. The amount spent on transportation in 1943 was $52,952.59. The Board is planning to house all vans operating into the same centre at a central garage, and to provide one driver who is a mechanic, whose duty it will be to inspect all vans periodically and make any necessary repairs.

(e)—*Centralization.*

Figures submitted by the Superintendents indicate that there have been established as centralized schools, i.e., schools to serve more than one district, as follows: Two-room centralizations, 58;

three-room centralizations, 28; four-room centralizations, 14; more than four-room centralizations, 27; total, 127.

Reports also show that Divisions operated 374 vans, which conveyed 6,323 children; 988 families received payment in lieu of conveyance and provided their own transportation. Many of the consolidated school districts established many years ago are still in operation, not having joined the School Divisions, and are still providing service of the same type.

Centralization of schools has been attempted throughout the Province by means of three different types of set-up:

(1) Building around the nucleus of a former consolidated school.

(2) Joint operation of a number of rural schools.

(3) Centralization with town or village schools.

Either dormitory or van service or an arrangement for private conveyance is necessary in any case. A dormitory is not generally favoured by parents of children in the elementary grades. Van service is feasible only in areas where all-weather roads prevail. Private conveyance was not regarded as a satisfactory arrangement where this has been attempted.

Boards favouring extended centralization on a permanent basis have been impeded in extension by the lack of building accommodation and the impracticability of proceeding with a major building programme under war conditions. Lethbridge definitely favours it, but progress has been retarded. The Foremost Division has followed the policy for some years. In this Division, 76 districts of 141 are included in centralizations. In Taber, the number of operating rural schools was reduced to 11 by centralization; in the Calgary Division, all one-room schools of one subdivision are closed.

The following Divisions have made less extensive or minor experiments: Stony Plain, Castor, Foothills, Athabasca, Bow Valley, Spirit River, McLennan, Fairview, Acadia, Vermilion, Wheatland, Holden.

Limited temporary centralization was undertaken to a greater extent in 1943 as a war measure to assist in overcoming the shortage of teachers. Such centralization was undertaken in the Peace River, Rocky Mountain, Camrose, Killam, Sturgeon, Vermilion, Macleod, Wainwright and Provost Divisions.

Lamont and Smoky Lake Divisions have been making a study of the matter and expect to experiment as a part of the post-war reconstruction programme. In the Lamont Division, every district had a school in operation in 1943. This Board is considering establishing a four-room farm high school, with boarding accommodation which will provide a full high school programme, inclusive of Agriculture, Manual Training and Home Economics, and provide also accommodation for summer courses for adults. Smoky Lake proposes composite schools for intermediate and high school grades at five centres.

Medicine Hat Divisional Board operated centralized schools before the war, but discontinued this policy due to increased van costs and unfavourable driving conditions.

Due to road or geographical conditions or shifting population, the following Divisions have not attempted centralized schools: **Lac Ste. Anne, Edson, Grande Prairie, Two Hills, Pincher Creek.**

Clover Bar attempted restricted centralization until such time as the policy of centralization is more favourably received by the ratepayers. The Stettler Divisional Board anticipates that the post-war settlements will change the entire picture of school accommodation requirements and, therefore, hesitates to proceed with centralization at the present time.

Vegreville and Ponoka Divisions have reviewed the situation and have an attitude of watchful waiting. Olds and Red Deer Divisional Boards do not favour centralization, as a general policy.

Generally speaking, the principle of centralization seems to have met with enthusiastic approval of Divisional Boards where conditions warrant its application. The problem of impassable roads appears to be the greatest hindrance to more general application.

(f)—*Correspondence Courses.*

Subject to specified conditions and restrictions, the majority of Divisional Boards hold themselves responsible for the payment of correspondence course fees of students who are unable to attend school. Fees were paid in the following cases:

Grade IX:

(a) Entire course if Grade IX was not taught in the home school and the student was unable to attend any other school.

(b) Grade IX options when the school was too heavy for the entire Grade IX course to be offered.

High School:

(a) Subjects to supplement a partial programme taken at school.

(b) Subjects in which any student unable to attend school might be seeking credit.

All applications for which the Divisional Boards assumed responsibility were approved by the Superintendents.

The Boards of some Divisions insisted that the students for whose fees responsibility was assumed study during regular school hours under such supervision as was arranged by the Boards.

(g)—*Janitor Service.*

The method of procuring janitor service does not vary to any extent from year to year. The following is the customary procedure:

Each trustee supervises the care and maintenance of the schools in his subdivision. In the main, however, the local board of trustees selects the janitor and recommends him to the Divisional Board for appointment. In many cases, tenders are called for in order to make the selection. In many districts in which there is a teacherage, the contract is let to the teacher in return for the use of the teacherage. Great difficulty is now experienced in procuring the services of an adult. Very often, in districts without a teacherage, the contract is to let to the teacher, who may either perform the work himself or assign it to senior pupils, dividing the work and allocating the remuneration equitably.

In same cases, the janitor work is done on a co-operative basis, and the money used for school purposes. A number of schools have helped to finance a radio in this manner.

Many boards enter into written contracts if the janitor is not a minor, and specify the duties in detail in the contract. The rates of pay vary from $3.00 to $10.00 per month for a one-room school. The duties vary, i.e., for seasonal cleaning some Boards provide casual labour, while in other instances the regular janitor's duties include seasonal cleaning. In larger schools, the rates are sometimes $10.00 per room. In one school of five rooms a contract was let for $900 per annum.

Under whatever arrangement is made, the janitor service must be performed to the satisfaction of the teacher.

(h)—*Maintenance and Repairs.*

It is customary for the Superintendents, before the close of the spring term, to visit the schools in the Division for the purpose of hearing representations from the teachers and local boards respecting necessary repairs. The whole matter is then referred to the Boards for a ruling, and an appropriation is made for each subdivision.

The sub-Divisional trustee is held responsible for the distribution and expenditure within his subdivision. He is, of course, expected to submit an accounting of the expenditure. Boards endeavour to secure the active interest of local Boards in keeping their schools in good state of repair. The Pembina and Fairview Divisions empowered each local board to spend an amount not exceeding $25.00 without referring to the Divisional Board for a ruling. In some Divisions, repairs to the extent of $10.00 are the responsibility of the janitor.

The employment of a travelling repair man has been found to be the most satisfactory method of keeping school plants and equipment in shape. Nineteen Divisions have travelling repair men and a repair shop. These men receive their instructions from the Divisional Boards, and are reimbursed for the use of their own trucks, if trucks are not provided. They collect all equipment in the various schools in the Divisions not in use and store it in the Divisional shops, for use when and where required. Six Divisions own power tools.

During the summer, with the aid of such casual assistance as is found necessary, these repair men put the schools and equipment in shape for the ensuing year. During the winter, they manufacture bookcases, shelves, various types of tables and other equipment for the schools of the Divisions.

In Divisions where no regular repair man is employed, responsibility for effecting repairs rests with the subdivisional trustees, who make the best possible arrangements locally.

(i)—*Health Service.*

Health services have increased greatly during recent years.

Divisional Boards co-operate with the nine Health Units organized by the Department of Public Health. These units give full-time service to the children resident in the school districts within their boundaries.

The services provided by the Health Units included home visits, school visits, physical examination of all children, immunization against communicable diseases for school and pre-school children, health lectures, home nursing classes, tuberculin tests, baby clinics,

testing of milk and water, provision of vitamin capsules. Some make dental inspections and give actual dental service.

Five additional Divisions have made application for the establishment of Health Units.

The majority of Divisions not served by Health Units have made advances in health service. Fourteen Divisions were given full or part-time service by district nurses of the Department of Public Health. Eight other Divisions have a regular periodic health inspection. Ten Divisions provide vitamin capsules. Eighteen other Divisions provide immunization against at least two of the diseases—smallpox, diphtheria, scarlet fever, and whooping cough. In eight Divisions only there is no regular health service, but in the majority of these eight Divisions there was a limited service paid for by parents or municipalities, with the Divisional Boards assisting in times of threatened epidemics. One of these Divisions provided all schools under its jurisdiction with first-aid kits.

The cost of the services varied. Divisional Boards co-operating with Health Units usually paid a contract price, some as high as $5,500 for full-time service. Others contracted with local doctors and nurses at a nominal fee. Still others paid only the travelling expenses and maintenance of the district nurses. In one instance, the service was donated. In other cases, expenses were paid by the municipalities.

(j)—*Supplies.*

Supplies for pupils in the Divisions were purchased in large quantities, usually by tender at favourable prices.

Many Divisions furnished all pupils certain basic supplies free and sold other supplies to them at cost, while others furnished all supplies free.

The Vegreville Division supplied all textbooks free to elementary and intermediate school pupils. The Camrose Division rented textbooks to pupils in Grades I to IX, and the Peace River Division to those in Grades VII and VIII. Wheatland Division furnished supplies free to all pupils in Grades I to XII, 250 items in all.

It was the custom for the teachers to submit requisitions for supplies to the Divisional Board offices periodically. When supplies were not given free, the teachers collected from the sales and reported their receipts to the Boards at prescribed times.

There were two Divisions only that did not handle classroom and pupils' supplies through the Board office.

It would appear that the various systems of handling supplies are working out satisfactorily.

(k)—*Libraries.*

Practically all operating schools in the Divisions now have basic libraries. These libraries are growing in size as a result of allowances varying from $4.00 to $20.00 per school made annually by the Divisional Boards.

Some Divisions have in addition circulating libraries and others central libraries, and some have both.

The circulating library consists of boxes of books which are conveyed from school to school in cycles. The plans for circulating these boxes vary. The boxes contain from 30 to 50 books. The

central libraries were located in some cases in the Divisional Board offices, and in other cases in places convenient to a group of schools. Teachers call and make their own exchanges. Some Divisions mail books from central libraries if it is not convenient for teachers to make regular visits. The mechanical procedure of the service given by the central library is much the same as that of a town or village library.

Thirteen Divisions send books out by mail. Professional books are available in the Superintendent's office in a number of Divisions.

All additions to the libraries are carefully selected either by the Superintendent or under his supervision.

(l)—*Inspection and Supervision.*

The regular *half-day inspectional visit* was supplemented by other methods of Superintendent-Teacher contact. All Superintendents hold a *conference* with the teacher immediately following the inspection.

One Superintendent calls a meeting of teachers before the opening of the school year, while others call meetings shortly after the opening of school, to instruct the teachers respecting the procedure of the Divisions respecting registers, report cards and various other forms and reports required.

*Short survey visits* are made by many of the Superintendents following the opening of school, supervisory and administrative duties being combined.

*Supervisory visits* are made when a particular problem presents itself or a recent Normal School graduate or a trainee is in charge of the school. These visits are often *followed up* by 'phone calls enquiring as to progress, helpful hints by way of marked paragraphs in articles, or suggested books to read. This informal contact proves helpful to inexperienced teachers and bolsters their morale.

*Teachers' meetings or institutes* are held at regular and special times for the discussion of the many problems met by the teachers in their daily work. Some of these meetings or institutes last an entire day and others for a much shorter time. In some of the Divisions, this type of contact is difficult to accomplish during war times, due to gasoline and tire rationing. In some Divisions the institute includes the teacher personnel from one subdivision only, and the discussions are most informal. Because of the informality, teachers have no hesitation in presenting their problems for discussion. These group meetings have proven particularly helpful to beginning teachers and trainees.

*Circulars* are used to cover problems of a general nature that appear.

A *periodical* to which teachers contribute is published by some Superintendents. In one Division, the periodical is a co-operative enterprise and includes local news of interest to the teachers of the Division as well as articles of educational interest.

*A.T.A. sub-local meetings* are usually attended by the Superintendents, on invitation, to contribute to the educational programme.

Regular *Teachers' Conventions* prove a source of inspiration, and provide a contact.

Superintendents extend a general invitation to teachers to *call at the Divisional Board office.* Many Superintendents hold "open house" on Saturday for the benefit of the teachers of the Division.

Young *inexperienced teachers and trainees are sometimes transported to a neighbouring school for observation.*

*Home and School Associations,* in which the Inspectors take an active part, stimulate community interest in the school. Very few Superintendents report active organizations in their Divisions.

Some Superintendents require teachers to submit to the Divisional Board offices such reports as *weekly plan sheets* and *reports on enterprise work* undertaken in Grades I to VI.

*Organizations of Principals and Vice-Principals,* in which the Superintendents take an active interest, study problems of school-community relationships and projects of value to the administration of the affairs of the Divisions.

Superintendents have given of their time and energy to patriotic work in stimulating Red Cross groups, Victory Bond campaigns, and sales of Savings Stamps.

The reports indicate that Superintendents find their administrative duties so heavy it is impossible for them to give as much attention to supervision as might be desired.

(m)—*Miscellaneous.*

A number of Inspector-Superintendents report having made a survey of pupil achievement in various subjects by means of standardized tests, and of having followed up the results by suggestions to teachers for remedial instruction.

All seem to be of the opinion that greater centralization is absolutely necessary to comply with the teacher shortage, and that education of the parents toward a sympathetic attitude toward centralized schools is necessary in each case before action is taken.

Inspector-Superintendents are almost unanimous in the opinion that villages and towns should be included in the Divisions, and that the boundaries of the larger municipalities and of the health units should coincide with the boundaries of the Divisions.

The opinion seems general that the schools should be more community-minded and should undertake community-service programmes to a greater extent.

It was also recommended that there should be some type of group organization of parents to sponsor the interests of the local schools.

Inspector-Superintendents would welcome the inauguration of an active programme for adult education, and report that parents would show considerable interest in a programme of a practical nature.

*D.—School Fairs, Conventions, Festivals, etc.*

Fall one-day conventions were held in 31 centres. Inspectors report that these conventions are of social as well as educational value. The trend is toward Divisional Conventions.

The institute, where the contact is more informal, is considered of greater value for in-service training, in that inexperienced teachers have less hesitation in presenting their problems and in taking part in the discussions. The late opening of schools in the

fall, together with other factors, resulted in fewer institutes being held. Such meetings were, however, held in 18 Divisions.

But few school fairs were held during the year. One was held at Sundre, where a growing interest in General Shop was evident; one was held at Clive in the Red Deer Division, and one in the Foothills Division. A local school fair was held at Worsley.

War conditions have affected the interest in Musical Festivals and track meets. Festivals were, however, held in the following Divisions: Foremost, Lethbridge, Peace River, Lac Ste. Anne, Grande Prairie, Vermilion, Bow Valley, Spirit River and Fairview. In Lethbridge, there were but few entries from rural communities. Great interest was taken in the choral speech and rhythm band contests at these festivals. In the Holden Division, 12 sectional Musical Festivals were held, with a teacher selected to organize each section. A programme was arranged for each section, with the selections chosen from the festival syllabus. This arrangement proved popular, and will be tried again in 1944. Sports days were held in approximately 50% of the Divisions.

Sub-divisional meetings are reported to be poorly attended.

Shows sponsored by the National Film Board were favourably received where shown.

Home and School Associations were active in Hanna, St. Mary's River, Taber, Lethbridge, Two Hills, Ponoka, Wetaskiwin, and Wheatland Divisions. Inspectors report that these associations make for a happy relationship between teachers and parents and help to keep alive a community interest. In the main, they were organized to promote a particular project.

A few Superintendents report the organization of Cadet Corps. The Cadet Corps, however, predominate in the city, town and village schools.

## *E.—Report of the Inspectors of High Schools*

(Consolidated by D. M. Sullivan, M.A., Inspector of High Schools.)

Harvesting operations, throughout the Province as a whole, were completed at an earlier date than in the previous year. Consequently, when the schools re-opened on October 12, attendance figures were more or less complete, and it was possible to begin work at once. This was in marked contrast to the situation which prevailed the year before, when high schools were unable to get under way for six, or even eight, weeks.

### (a)—*Effects of the War.*

Few high schools have as yet been forced to discontinue operations solely on account of conditions brought about by the war. It is true that the number of teachers with qualifications and experience which fit them for high school work is not large enough to staff the senior rooms, and there is an influx of teachers with merely rural school or junior grade experience and no academic training beyond the level of high school graduation. The Dominion Government order freezing teachers to their profession for the duration of the war has undoubtedly had a salutary effect on the teacher supply, but this was counteracted by the fact that again during 1943 an appreciable number of men and women left their

classrooms to join the Armed Services. Undoubtedly the teaching efficiency in our high schools has suffered materially from war conditions, an inevitable result of losing so many of our best teachers and replacing them with others of lesser ability and narrower experience. The number of teachers with Elementary and Intermediate School Certificates is larger in our high schools than it was a year ago. As a war-emergency measure, such teachers are permitted now to teach Grade XI subjects if there is evidence that teachers with higher certificates are not available. Even a few teachers with Second Class Certificates have made their appearance in the smaller high schools where, under special arrangements with the Department of Education, they are attempting to give instruction in Grades IX and X.

In the fall of 1942, members of the accelerated class of College of Education became available for high school positions. They carried on their professional preparation again in the summer of 1943, by which time a second accelerated class made its appearance. The classroom efficiency of these accelerated graduates of the training school has been of a good standard, and their availability has proved a great boon in this trying time. A few vacancies on high school staffs occurring in March and April were acceptably filled by certain members of the 1943 College of Education class, who were permitted to leave the training school under a pledge to return and complete their training by attendance at Summer School sessions.

(b)—*Equipment, Accommodation and Organization of High Schools.*

Considering war conditions, equipment in many of the high schools is surprisingly well maintained. Some items of science apparatus are difficult to procure, and there are delays in getting what is available. Most schools kept their libraries up to date with annual purchases of authorized references, though additions to the stocks of books for free or supplementary reading are less substantial than those made for the use of Social Studies classes.

There has this year been a decrease in the instances in which certain of the general elective subjects have been included in school programmes. This is accounted for by the introduction of 11 additional compulsory credits in Grade X, and the relegating of Algebra, Geometry, Physics and Chemistry to Grade XI as beginning courses.

The number of classrooms under the jurisdiction of the High School Inspectors and the corresponding figures for 1942 are as follows:

| | Rooms | |
|---|---|---|
| | 1942 | 1943 |
| (a) Edmonton, Calgary, Lethbridge and Medicine Hat | 231 | 230 |
| (b) Other centres, schools of— | | |
| One room | 144 | 124 |
| Two rooms | 180 | 180 |
| Three rooms | 75 | 75 |
| Four or more rooms | 134 | 143 |
| (c) Private secondary schools | 76 | 75 |
| | 840 | 827 |

During the year, the High School Inspectors made a total of 477 individual inspections and issued 477 high school reports on teachers. A general report on the accommodation, equipment and organization is made shortly after the official visit, and copies sent to the teacher or principal, to the School Board, and to the Department of Education. Many other duties occupy the year besides the

main task of inspecting high schools. In the year 1943, the three High School Inspectors divided their time among the following duties:

AVERAGE TIME SPENT IN DIFFERENT DUTIES

| Duties | Average No. Days |
|---|---|
| Inspection | 86 |
| Investigation and meetings in School Districts | 6 |
| Travelling | 21 |
| Reports and correspondence | 56 |
| Clerical and other work in connection with authorization of High School programmes | 17 |
| Examinations | 53 |
| Special duties assigned by the Department | 20 |
| Committee meetings | 16 |
| Conventions | 3 |
| | 278 |

There was a decrease in mileage by car, on account of the rationing of gasoline and rubber, and a corresponding increase in mileage covered by train or bus. The term "other means" in the table below means chiefly trips with Divisional Superintendents.

TABLE OF MILEAGE OF HIGH SCHOOL INSPECTORS

| | Total | Average |
|---|---|---|
| (a) By train or bus | 20,874 | 6,958 |
| (b) By car | 10,149 | 3,383 |
| (c) By other means | 1,722 | 574 |
| | 32,745 | 10,915 |

(c)—*Supervision.*

Many teachers who accepted principalships of smaller high schools during the fall of 1943 had had little experience in planning and organizing a programme of senior subjects. Where it was possible, these teachers were visited early, and in other cases the mails were used to offer advice and suggestions. It is obviously impossible to see personally each principal the first week of school, desirable as this would be. At the one-day conventions held at several centres, worth-while contacts were made with the teachers of high school subjects, the philosophy of the new curriculum and specified subjects being interpreted.

(d) *Qualifications of Teachers.*

The following table shows the qualifications of the teachers in the publicly-supported high schools:

| | |
|---|---|
| NON-URBAN | |
| 1. Bachelor's or higher degree: | |
| (a) With High School Certificate | 98 |
| (b) With Academic or First Class | 151 |
| (c) Lower than First Class | 5 |
| 2. First Class without degree | 249 |
| 3. Vocational Certificate | 2 |
| 4. Junior High School Certificate | 15 |
| 5. Elementary and Intermediate School Certificate | 27 |
| 6. Second Class Certificate | 5 |
| EDMONTON, CALGARY, LETHBRIDGE AND MEDICINE HAT | |
| 1. Bachelor's or higher degree: | |
| (a) With High School Certificate | 15 |
| (b) With Academic or First Class | 172 |
| 2. First Class Certificate without degree | 27 |
| 3. Vocational Certificate | 13 |
| 4. Elementary and Intermediate School Certificate | 3 |

(e)—*General Elective Subjects in Non-urban Schools.*

The following table shows the number of schools which offer the respective general electives or so-called options:

| | | | |
|---|---|---|---|
| Bookkeeping 1a | 65 | Music 2 | 3 |
| Stenography 1a | 11 | Dramatics 2 | 5 |
| Typewriting 1a | 111 | Home Economics 2 | 32 |
| Art 1 | 92 | General Shop 2 | 42 |
| Music 1 | 72 | General Mathematics 2 | 3 |
| Geology 1 | 84 | General Science 2 | 1 |
| Vocations and Guidance | 118 | Law | 59 |
| Dramatics 1 | 50 | Physical Education 2 | 3 |
| Home Economics 1 | 59 | Psychology | 88 |
| General Shop 1 | 67 | Sociology | 95 |
| Mechanical Drawing | 5 | Survey of English Literature | 45 |
| Needlework | 24 | Economics | 39 |
| Art 2 | 1 | Creative Writing | 6 |

(f)—*Quality of Instruction.*

New Grade X Mathematics and Science courses were introduced into Alberta high schools at the opening of the 1943 fall term. The old Grade X course in General Mathematics 1 had become more and more a mere pre-requisite for students with C standing from Grade IX. Much the same situation obtained with regard to the old General Science 1 course. A contributing cause of the unpopularity of these two courses was the regulation which required students to relinquish credits in these subjects after taking the academic Mathematics or Science successfully. For these and other reasons, the new Mathematics 1 and Science 1 courses have been made compulsory for all first year high school students irrespective of their standing on the Grade IX or High School Entrance Examination. Neither subject is accompanied by a single authorized textbook containing all the topics outlined, but rather the subjects are designed to meet the needs of particular groups of students, and teachers are advised to use whichever text or reference books are best calculated to achieve this aim. Some of our progressive Mathematics and Science teachers have expressed their appreciation of the new freedom to adapt courses and assignments to the needs of the individual, but other teachers do not find the time to make the necessary diagnoses, and apply the appropriate remedial instruction, and do the planning which is necessary for successful teaching in the new Mathematics and Science courses. This situation is particularly acute at the present time because of the presence in the high schools of so many teachers who have been out of contact with senior grade work for a long time.

Early in 1943, it was decided that Health and Physical Education must be taught every year in every class of Grade X students throughout the Province, especially in this time of war emergency when physical fitness is of great importance for our war effort. This ruling has eliminated the rather common but undesirable custom of cycling Health and Physical Education 1, that is, teaching it only every second or third year, in rooms devoted exclusively to high school work. In small schools it has become the practice for all senior students to take the Physical Education portion of the course, whether or not they have standing in the subject.

An innovation this year was the distribution to the schools of a Reading Test for Grade X. All students entering high school are now required to take this test early in the fall term. Results of this test were sent to the Examinations Branch, where they were tabulated and recast into Provincial norms on a percentile basis for the three skills—Vocabulary, Rate, and Comprehension. It is confidently expected that these tests will reveal weaknesses that were hitherto undiscovered, and that the teachers of English will continue to diagnose their classes for these and other English defects,

and later apply remedial measures designed to improve the individual vocabulary of their students, as well as to increase their speed of effective reading.

A new reading list for high school grades was published and distributed to the schools in the fall of 1943. Books on the list are grouped in the broad categories of Fiction, Collections of Short Stories, Biography, Non-fiction, Travel and Adventure. Although the books have been labelled as appropriate for First, Second or Third Year students, there is a strong suggestion that each student should read at his own personal level. Some of the First Year students are able to read at the Second Year or Third Year level, while some of the Second Year or Third Year students derive most satisfaction from books at a lower level. Teachers at their discretion are permitted to give students credit for reading additional references in Sociology and kindred electives, provided this reading is in addition to what the students would normally be expected to read in the subjects. Thus "work-type" reading is brought within the scope of the English classes. Another feature of the new courses in English is the motivation of language exercises. Students are encouraged to devote one period a week of the English class to making reports, so that whether these be in the English field or, as is more likely, in Social Studies, Science, or Psychology, they may form the basis of an English Expression lesson.

A revised course in Social Studies 1 was prepared and came into use for the fall term, 1943. The emphasis in this course is on community, provincial and national problems, rather than upon ancient and mediaeval history. The unit-headings include: General Historical Outline; Geography for Current Events, with particular reference to Mediterranean and European regions; Early Background of our Civilization; Canadian Democracy in Action; Provincial and Community Problems; Economic Geography of Canada; Canada Among the Nations; and four Canadian National Problems. A choice is permitted from the above list. While there has been some difficulty and uncertainty among the teachers in selecting the main points in the topic, Early Background of Our Civilization, this course has been, in the main, favourably received. The tendency in recent years to develop interest in and understanding of current history in the Social Studies classes has created a readiness on the part of teachers and pupils to do the type of problem work which is involved in the newer themes of this course-outline. A similar revision of the course in Social Studies 2 is now under way. The third-year course in Social Studies was also revised during the year. The main sections now are: International Relationships; The Axis Powers and the United Nations; Global Reconstruction Planning; Canada in the Post-war World.

With the encouragement of the cadet authorities of the Royal Canadian Air Force, of the Military District, and of the Royal Canadian Navy, many new cadet units have been organized in association with the high schools. The membership of older boys in the Cadets Corps has reached a record level, particularly in Air Cadet Corps. New programmes covering cadet activities have been placed in the hands of the instructors and officers of the cadet units. The standard of efficiency of the Cadet Corps, with the encouragement given and interest taken, is definitely high.

# REPORT OF DIRECTOR OF TECHNICAL EDUCATION

(W. G. CARPENTER)

The year 1943 has been a difficult one in the field of technical and practical education in Alberta. The war has had a distinct influence upon the progress that has been made. There was a healthy disposition on the part of the Alberta school patrons to do something really worth-while to improve school facilities to make them more closely related to the lives children would live when they grew up. There was a growing appreciation of the value of influences in the earlier stages of a person's life, and Alberta was quite ready to do something about providing a variety of constructive experiences in its schools. Buildings and grounds have been improved, trees planted, flower beds cultivated, paint has been used more liberally, school houses have been cleaned and decorated. Typewriters have been installed by hundreds. Music has been encouraged and a much wider use has been made of the school radio, to make more widely available the splendid school programmes broadcasted. Drama has been made an elective subject of study with credit value. A splendid programme of home economics has been organized and widely introduced as an optional interest in the discussion and the participation in home problems. Many school shops have been set up for tool using experiences in wood, metal, leather, gas engine, electric and other media. In all, there have been upwards of 150 shops in operation in the schools throughout the Province. These could have been materially increased but for the repressive influence of the war.

It is interesting to notice that the great international economic depression did not materially lessen the desire of parents for more practical results from the schools; it rather increased it and made the problem of organizing shops relatively easy, but the war added difficulties. Teachers who had made themselves proficient in handling this new service found that the preparation for this service made them desirable candidates for a mechanical type of warfare, and many enlisted for active service in the war or in some form of production of war goods. Later, with comparable opportunities opening for women, many women teachers similarly enlisted. There developed shortages in supplies that curtailed shop experiences materially. Even, in some schools, it was very difficult to get plain boards with which to work, while metal was almost impossible to secure. By using old auto vehicles for dismantling and re-erecting, many schools provided work for senior boys. Even the automobile was difficult to obtain because the parts required to patch up old machines to make them run were in such demand. Common hand tools could not be purchased, while machine tools were absolutely impossible to purchase. Notwithstanding these difficulties the shops, in the main, carried on by using such tools as they had been able to get in the first place, and by using scrap material such as apple boxes, tin cans, etc. Many school districts were anxious to establish new shops, but were discouraged with the difficulties of the time, or were advised to wait until there was a greater easement on essential equipment and material and a larger supply of qualified instructors. After the war, there should be a material increase in the number of shops and home centres instituted in the schools.

The larger Technical Schools and the Technical Institute have been seriously affected by the war. The older boys over eighteen years of age were required in war effort, and they have enlisted manfully. The Technical Institute, which is primarily an after-high-school institution with an average student age of between 22 and 23 years, has been practically depleted of student material. The youth training movement has had a harmful effect upon the Institute. Many young men and women, particularly from the farm, were attracted by the Short Courses given usually near their home centres, and enrolled in locally offered courses instead of looking towards the Institute. The War Emergency programme which developed largely from the Youth Training organization, did not use the facilities of the Institute nearly as much as was possible. The result has been loss of prestige and accumulated desirable status, which would have been very valuable at this time. It does appear that the Institute will be called upon to do a minor service in the retraining of young men returning from the front, for whom some type of re-establishment training using tools will need to be done. The present quarters of the Technical Institute building on the North Hill would be admirably adapted for making a major contribution in this respect. With dormitories on the site, and with commodious classrooms and shops, it makes an already-made plant of superior nature. It will be too bad for technical education if the most is not made of this excellent opportunity.

During the year, the Edmonton School Board closed down their local Technical High School, distributing the teaching staff throughout the city schools and placing the pupils back in academic schools. The school, with its tools and equipment, was loaned to the war emergency organization. Inasmuch as the peak of the stress for men has passed, so far as the training men for war work was concerned, it is difficult to see the state of emergency that led to the taking of this drastic step, depriving this practical school from the youth of Edmonton, particularly under conditions that exist in the city at the present time. Never was there a need for such a school as that which exists at the present time, and to say that it will be replaced with a large Composite School at some uncertain time in the future is scarcely good enough for the generation from which this service is deprived. It is too bad that the Board deemed it wise to close this school, even for a temporary period. It is one of the earmarks of a modern educational system.

There are echoes that influences would close the Technical Institute and turn its facilities to other uses. Before taking this drastic step, most careful consideration should be given. A Royal Commission, with the future development of Alberta resources in view, gave long and careful study to the problem. Conditions have changed very little since the Commission reported the conclusions they reached. The Federal Government has liberally participated in sharing the cost of instituting such an elaborate institution. For twenty-seven years the Institute has been functioning. For six years it carried on in temporary quarters during the period immediately after the Great War. Its main service was devoted to the retraining of returned soldiers. In 1922, the new one-and-a-half million-dollar plant was erected and opened for service. Its growth and popular acceptance was phenomenal, the personnel served in day classes rising from 245 in 1922 to 861 in 1928. There were 114 enrolled in practical Electricity, 114 in Motor Mechanics, and 352

in Tractor servicing and maintenance. During the earlier days many students came in to classes for short courses. This was later changed, when the majority of students enrolled in longer courses and remained in attendance for from two to three-year periods between October and May. In all, during the year 1928-29, some 2,023 enrollments received service from the Institute in day classes, in correspondence courses and in evening classes. In its brief history to date, 584 diplomas have been issued. These represent at least two years successful attainment on the part of their recipients. The requirements for a diploma were high, and these were rigidly adhered to.

It has been felt that the social aspect of the life of the student body was basically important in training young people in the important art of living together. Consequently, stress was laid upon the Students' Association, the Glee Club, the Orchestra, the Athletic Association, the Dramatic Club, the School Periodical, two parties per month, the Annual Banquet at the Palliser Hotel as means to developing the social natures of students and setting models. The lives of the personnel of the Institute have been characterized with friendliness to such a degree that a superlative loyalty to the place has been developed, and many young people call their days at the Institute among the most constructive influences in their lives. The morale of the place under student leadership has made the problem of management easy. Each committee of students had associated with it during all this, a member of the staff as a helper and a guide.

The largest number of diplomas issued in any one year was 65. Previous to 1924, only 14 were issued. These were prized by the recipients, and had an important influence in keeping high the school standards. It is a great pleasure to go to almost any community throughout the Province and to meet young men in good positions always anxious to enquire about the welfare of the staff of the Institute, and free to speak well of the help they had received from the days spent under its influence. As an administrator, I have been thrilled with these voluntary testimonies, and have been conscious of being privileged to associate with the most thrilling opportunities of influencing young lives that I have experienced in any phase of education throughout my career.

It would be an educational tragedy to close the Institute at the beginning of a period of hopefulness and expectancy after the successes even during the past slump periods, which includes two world wars of tremendous magnitude and a major economic depression, extending more than ten years, all in a 25-year lapse of time.

The Institute has never had a real chance. Its work has been largely confined to the operation and maintenance of equipment manufactured outside the Province. There are fields that the Institute has not yet entered which have great significance in the development of Alberta. With the great natural resources of hydrocarbons, such as coal, oil, gas, tar, both as fuel and as material to manufacture, a great future of industrialization lies ahead when times become more stable. With salt, limestone, marl and the natural reservoir of the Western mountains, a varied industrial life lies ahead of Alberta, requiring trained intelligence, different from that of the aborigines, who possessed but had not used them

since the beginning of time. In this modern age, trained engineers are essential, but intelligent workmen are equally necessary to carry out the ideas of the engineer and to supervise the plans that he may seek to carry out. Training for this kind of skill cannot be adequately done in a high school with adolescent boys. Ontario is just now organizing such an Institute as was pioneered in Alberta. Manitoba has purchased a building for similar work, and British Columbia has tentative plans along these lines. The splendid example and leadership which has been given in Alberta is inspiring others. It is unthinkable that the Institute should be curtailed in its opportunity of serving and training the great sub-university constituency for whom little has been done. There are many young people who will not endure or profit from the university as it is at present organized, but who may be very responsive to the services of such an organization as is possible in a Technical Institute in using going equipment related to things within their ken and experience.

The cultural contribution of the Technical Institute to the life of Alberta is not without importance. During the period around 1929, plans were made for instituting a programme activity designed to cater to and to cultivate the finer natures of people. A pioneer country is usually devoid of many cultural influences. The task of making ends meet, in a material sense, is usually all absorbing of time and energy. After all, it is the art of a nation representing the aspirations and hopes of the inner natures of its people that persists long after its buildings have crumbled and its machines worn out. Among a million people there is bound to be a lesser percentage with high natural aptitude, and oftentimes these few become national celebrities, making incalculable contribution to national life. These are frequently very influential people in nation building. These are very important individuals to encourage, and encouragement, as a rule, is not given much attention within college halls.

It was deemed wise to make a beginning, on a small scale, of courses of study in Art, Music and Needlework of an artistic nature, with Weaving and eventually the Drama. These might be expected to grow with the development of the country.. Art was the least expensive, and was first to be instituted. The Institute was successful in securing the services of Mr. A. C. Leighton, R.B.A., and an extremely interesting Art department was organized. This phase of the Institute's work has had a very encouraging record, even during these days of stress. In the first place, Mr. Leighton's health gave way, and it was necessary for him to resign. He was succeeded by Mr. H. G. Glyde, A.R.C.A., of London Royal College of Art, who has proved a worthy successor to Mr. Leighton. Under Mr. Glyde, the Art phase of the Banff School of Fine Arts has become an outstanding success, and students are attracted from all sections of North America. Mr. Glyde was selected in 1943 by the National Gallery as a tribute to his ability to participate in making a pictorial record of the great Alaska Highway Engineering Project. He has been most ably assisted in the Institute by Mr. W. J. Phillips, R.C.A., one of Canada's outstanding artists. Mr. Phillips is an artist of international fame, whose work is well known in Europe. It would be a loss of the first magnitude to destroy this service in Art that has been so well begun. It is the only Art service of a significant type that is offered in Alberta, and is peculiarly a child of the Technical Institute.

Among young professional graduates of a university, such as engineers, lawyers, doctors, dentists and teachers, the stress of making a success of their chosen professions is so great and their human energy resource so limited that they have not the contribution to make to their fellow men that they are really prepared to make. Often disappointment is expressed because of their exclusiveness. These young people are really not to blame. Within the smaller communities in a Province like Alberta, there is a constituency of personnel such as elevator men, farmers, mechanics and clerks who have more leisure time and are interested in these activities, and would be glad to participate in them if they were better trained and were encouraged. Such persons could very well afford courses in such an institution as the Institute of Technology and Art, where they could pursue mechanical courses to improve themselves vocationally and at the same time enroll in special interest courses for leisure time interests and leadership in their communities. A scattering of this type of leadership throughout Alberta in small towns and communities would enrich the lives of individuals in these communities very much at a very small expense to anybody. The smaller centres would become more interesting places in which to live. Young people could be interested and made more contented. This type of leadership is much more permanent to the small community than is that of the professional types, who so often leave for improved positions as they grow in professional status. This is a community service that is valuable in a new state, and is admirably adapted to the type of service the Institute of Technology and Art might perform. Surely there is a great work for such an institution as the Technical Institute to perform.

Mr. James Fowler, M.A., B.Sc., Principal of the Institute, makes the following comments on the work of the Institute of Technology and Art for the year:

"On account of war conditions, the Institute is still housed in temporary quarters and is carrying on its work under a number of definite handicaps. The fact that certain departments of the Institute are located in widely separated buildings increases the difficulty of maintaining school spirit and student morale. Every effort has been made to carry on the extensive programme of extra-curricular activities which for many years has been an outstanding feature of the life and work of the Institute, but the lack of a suitable auditorium and of a gymnasium and other facilities has greatly handicapped this work. In spite of these difficulties, most of the student activities have been continued, and the maintenance of the school spirit has been most gratifying.

During the year 1943, the Institute has operated in a manner similar to that of the two previous years. During the winter months the plant at the Grandstand Building, Victoria Park, has been run on a double shift (8:00 a.m. to midnight) five days per week, as well as on Saturday mornings. By this system accommodation has been provided for the Institute Day and Evening Courses and for considerable groups of R.C.A.F. personnel taking training as Wireless Mechanics and as Aero Engine Mechanics. This latter phase of our work has been conducted under the auspices of the War Emergency Training Programme. Recently word has been received from Ottawa that this type of training will start to taper

off in the near future, and will probably be concluded by mid-summer of 1944.

Throughout the summer months the school at Victoria Park ran on a single shift, as no civilian students were in training during that period. R.C.A.F. classes, both in Shop Work and in Theory, were carried on even during the week of the Calgary Exhibition and Stampede.

At the Coste House, the enrollment in the Day Courses in Art and in Dressmaking has been surprisingly well maintained when one considers the demand for young people in the armed services and in industry. On the other hand, the enrollment in Evening Courses in these departments has been the largest in many years. This may be taken to indicate a desire on the part of many people to utilize their leisure hours either for self-expression in Art or for economic reasons in the matter of Home Dressmaking.

The following table shows the total enrollment from July to December in each of the three years:

ENROLLMENT IN ALL COURSES FROM JULY TO DECEMBER, 1941, 1942 AND 1943

| | Day | Evening | Correspondence | Total |
|---|---|---|---|---|
| 1941— | | | | |
| Institute Courses | 207 | 190 | 57 | 454 |
| W.E.T.P. Courses | 53 | 329 | | 382 |
| Total | | | | 836 |
| 1942— | | | | |
| Institute Courses | 169 | 183 | 64 | 416 |
| W.E.T.P. Courses | 74 | 141 | | 215 |
| Total | | | | 631 |
| 1943— | | | | |
| Institute Courses | 170 | 165 | 94 | 429 |
| W.E.T.P. Courses | 36 | 104 | | 140 |
| Total | | | | 569 |

These figures show that the enrollment in Institute Courses has become fairly well stabilized for the duration of the war, while that in the W.E.T.P. Courses has continued to decrease. One gratifying feature is the definite up-swing of enrollments in our Department of Correspondence Instruction. This is due to some extent to the considerable number of men in the armed services who are taking advantage of the facilities provided by the Institute to raise their occupational status, particularly in Steam Engineering.

In this connection the following comments by Mr. A. Higgins, Supervisor of Correspondence Instruction, are of interest:

"The activities of the Correspondence Department have been spread over a wider field this year mainly because of the enlistment of students in the armed forces. Air force and Navy personnel form about one-fifth of the total enrollment in steam engineering and there are also a few rehabilitation students in both steam and mining. Steam students come from Newfoundland, Nova Scotia, Manitoba, Saskatchewan, Alberta, and British Columbia. Enrollment in mining courses is pretty well confined to Alberta and British Columbia, though there are a few from Ontario. The total number of enrollments since June 30th, 1943, is about 40% more than for the corresponding period last year, and lessons are being received from over 200 active students.

Revision of courses is going on to some extent all the time as new methods come into use or changes are made in rules and standards, but a complete rewriting and reprinting of old courses

in an entirely different form is also in progress. About half of this revision has been completed."

In spite of travel restrictions, the Banff School of Fine Arts 1943, had a record attendance, while the exhibitions of students' work at the conclusion of the school showed that the session had been a most successful one. The Art Department, under the direction of Messrs. H. G. Glyde, W. J. Phillips and A. Y. Jackson, was numerically the largest section of the school for the second year in succession. The enrollment of 73 in this section consisted of persons, young and old, drawn from all parts of the United States and Canada.

The total enrollment of the Institute from July 1st, 1942, to May 1st, 1943 (when the figures were compiled), is shown in the accompanying table:

| | Day | Evening | Correspondence | Total |
|---|---|---|---|---|
| Aeronautics | 22 | | | 22 |
| Army Classes | 72 | | | 72 |
| Art | 32 | 46 | | 78 |
| Auto Mechanics | 12 | 12 | | 24 |
| Automotive Electricity | 5 | | | 5 |
| Carpentry | 2 | | | 2 |
| Diesel Engines | 1 | | | 1 |
| Drafting, Building | | 14 | | 14 |
| Drafting, Mechanical | 13 | 44 | | 57 |
| Dressmaking and Millinery | 16 | 53 | | 69 |
| Electricity | 20 | | | 20 |
| Machine Shop | 19 | | | 19 |
| Mining | | | 57 | 57 |
| Oil Chemistry | | 18 | | 18 |
| Radio Servicing | 11 | | | 11 |
| Show Cards | | 14 | | 14 |
| Steam | | | 155 | 155 |
| Summer School, Banff (Art only) | 77 | | | 77 |
| Tractors | 19 | | | 19 |
| Tractor Mechanics | 10 | | | 10 |
| War Emergency Training Programme | 100 | 324 | | 424 |
| Welding | 43 | 42 | | 85 |
| Plumbing | | 12 | | 12 |
| | 474 | 579 | 212 | 1,265 |

As previously indicated, most of the extra-curricular activities of the Institute were successfully maintained during the year 1942-43. The Twenty-first Annual "Tech" Banquet held in the Palliser Hotel on February 5th, 1943, was probably the most successful in that long series of student functions. The fact that quite a number of ex-students (both male and female) from the Armed Services were in attendance shows that the "Tech" spirit is still very much alive.

On March 31st, 1943, the Institute Choral Society staged the operetta "Hulda of Holland" in the auditorium of the Central High School. This production was a most outstanding success—the singing, acting, costuming and lighting being almost professional in their quality. An audience of some 820 persons attended the performance, with the result that "standing room only" was the order of the day. During the coming year it will be necessary to consider the advisability of having two performances of our operetta. The chief credit for the success of the Choral Society must go to Mr. Safran, who has fostered this activity for several years, and whose enthusiasm and aggressiveness have been noteworthy. In this work, Mr. Safran was ably assisted by Mr. O. Kingsep who, in addition to playing a leading role in the operetta, also acted as Business Manager. Acknowledgment must also be made of the services of Miss Pasmore and students of the Dressmaking Department, who designed and made many of the costumes; also of the work done by

Mr. Glyde and the Art Department, which assumed responsibility for the scenery and stage settings. The direction of the operetta was in the capable hands of Messrs. Clifford and Elgar Higgin. Financially, also, the operetta was a success, and showed a profit of over $50.00 after paying all expenses.

Other activities which were successfully carried on in spite of considerable handicaps were the Field Day at Bowness Park, the Orchestra, the Literary Society, the "Emery Weal," and the social evenings. The various members of the Institute staff who fostered these activities are to be commended for their efforts.

In the Art Department, the Saturday morning class for children has again been organized this Fall. The present enrollment is 20, and the prospect is that this may be further increased during the school year. Quite a number of honours have come to the Art Department during the year. Messrs. H. G. Glyde and W. J. Phillips of the Institute staff had pictures hung in the Royal Academy this fall, as also had Mr. J.B. MacLellan (a former staff member), and Mr. B. Middleton (an ex-student). In the Library of Congress at Washington, D.C., there is at present an exhibition of the work of 100 American painters. The sole representative of Canada in this exhibition is Mr. W. J. Phillips. He also has a number of his paintings and prints in the permanent collection of the Smithsonian Institute in Washington. Recently, Mr. Phillips had a "one-man show" of water colour paintings at Hart House, Toronto.

To foster an interest in Art Appreciation among the citizens of Calgary, there was organized during the year the Art Association of Calgary. This society undertakes to sponsor exhibitions of Art and Craftwork at the Coste House. Material for these exhibitions is obtained on loan from local artists as well as from The National Gallery, the Society of Canadian Painter-Etchers, and other sources. The interest shown in these exhibitions has been most gratifying, and it is hoped that this Association will grow in numbers and in influence.

Clifford Robinson, who was a student in the Art Department from 1940 to 1942, and who was elected a member of the Canadian Painter-Etchers in the latter year, received his call for military training and was sent to Chilliwack, B.C., for his basic training. There his high ability in Art was recognized, and he was transferred to the Camouflage Corps in Vancouver, where we understand he is doing very effective work.

The Aeronautics Department suffered a loss during the year through the enlistment of Mr. S. N. Green in the R.C.N.V.R. Mr. Green is now a Chief Engine Room Artificer at an Eastern Canadian Port. The work of the Aero Department was also handicapped by the grounding (by Government order) of all privately-owned planes. This has cut off an important source of jobs for the Aero Shop. However, we have on loan from the R.C.A.F. a sufficient number of planes to give our students practice in the rigging, repair, and maintenance of aeroplane structures. During the past year some 60% of the students in this department went directly from the Institute into the R.C.A.F.

The Dressmaking and Millinery Department also suffered a loss through the resignation of Miss Helen Pasmore, who left us at the

end of the 1942-43 school year to be married. During the two years she was with us, Miss Pasmore proved herself to be an enthusiastic and effective member of the Institute Staff. She was particularly interested in the development of desirable personal qualities in the students in her department. During the month of April, 1943, the department staged an excellent exhibition of the work done by students in both the Day and Evening classes.

Another loss was suffered through the resignation of Mr. O. Kingsep. For about two years he had been in charge of instruction in the Institute Machine Shop. He is now Plant Superintendent of the Robinson Machinery and Supply Co., Ltd., of Calgary. His painstaking instruction and his enthusiastic support of student activities were much appreciated.

During the fall of 1943, the Principal of the Institute was privileged to visit some 22 vocational schools and technical institutes in various centres in Eastern Canada and the United States. A separate report on this trip is being prepared for presentation to the Deputy Minister. At this time it is desired to express appreciation of the generosity of the Department of Education in making possible this wonderfully enlightening experience.

During October, 1943, Mr. J. H. Ross, Regional Director of the War Emergency Training Programme in Alberta, requested the Institute Staff to prepare a list of the tools and equipment which would be necessary to rehabilitate the Institute in its own buildings after the war. This was a tremendous task which was not rendered easier by the fact that a number of our Heads of Departments are on leave with the armed services, and were therefore not available for assistance and advice on post-war planning. In spite of this handicap the staff tackled the job in a serious manner. It is hoped that much of the equipment requested may be made available to the Institute from the stocks of materiel owned by the Department of Munitions and Supply and other governmental agencies. Should this hope be realized, there is every reason to expect that the work of the Institute may be even more effective in the future than it has been during the past twenty-seven years."

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## REPORT OF THE SCHOOL-BOOK BRANCH

(WILLIAM H. NOBLE, *Manager*)

Despite war conditions, which have created great difficulties in obtaining books, the past year proved to be very successful both from the standpoint of demand for books and the volume of business done. Indeed, the year's business showed a considerable increase over the last preceding one.

From a small beginning 30 years ago, the Branch has developed into an integral part of our educational system. In keeping with the policy of broadening education each succeeding year, the list of books recommended for reading and study shows a general expansion. Our catalogue of books for Elementary Schools, Divisions I and II, underwent considerable revision during the past year. Books found unsuitable were eliminated and were replaced by the best of the new books available. The arrangement of this catalogue was unique in that it not only classified the books according to subject matter and level of difficulty, but it also co-ordinated and

integrated the book selection with the topics outlined in the Course of Study for the Elementary School. This catalogue is complete with order forms, indices and a few attractive plates. We have endeavoured to place a copy in the hands of every Alberta elementary school teacher. Our campaign to encourage the sale of library books has shown very gratifying results. It is our custom to have selections of books for examination at all Teachers' Conventions. During the past year, 15 such selections were distributed to teachers far removed from the Branch. Letters received indicate that these selections were truly appreciated.

A new procedure is being tried whereby Divisional Boards establish central libraries in which outstanding titles will be placed for the use of the teacher, to assist in planning a particular study, for examination before placing orders, or to be used in making up travelling libraries.

*Intermediate School.*

The Intermediate School Programme as it pertains to Reading and Literature has been greatly extended. The student is given a choice of 30 titles in each grade from which to select the books which he will use as collateral reading. The list of reference books on such subjects as Community Economics, General Science and Health Education, as well as the increasingly popular subject Social Studies, has been greatly increased. Boys are demanding a wide range of books on General Shop subjects, and girls the new material available in Home Economics.

*High School.*

With the revision of the High School Programme has come a considerably increased demand for reference books. These are all carefully examined by committees of specialists before being included in our lists, and include such subjects as Mathematics, Biology, Chemistry, Physics and Geology.

Outstanding additions have been made in the Free Reading lists for Grades X, XI and XII. A committee of teachers was appointed to recommend a complete new list of up-to-date books covering Fiction, non-Fiction, Biography, Travel and Adventure, Essays and Drama. Some of the books are appropriate for the First Year (Grade X) only, some for the Second Year (Grade XI) only, and some for the Third year (Grade XII) only, while others are appropriate for the first two or last two years, and others again for all three years.

It has been decided to remove all grade barriers from the list, in order that every student may read at his own personal level. All students are required to select 10 books from the list for the year's work. There are approximately 250 titles, providing a broad range of difficulty, content and appeal. The titles in this list have proven very popular with the students.

A further attempt is being made to furnish up-to-date information on Social Studies for the High School Grades. A wide range of material covering current events, comprising Headline Books, Reports and Current War Maps, are now under consideration. Samples are being obtained from various organizations, and when their usefulness has been ascertained by a Committee, appointed for that purpose, such material will then be made available.

Such a wide variety of reference books is suggested in the revised High School Curriculum that the dealers are finding it difficult to decide upon the books to carry in stock. This situation has brought about a great increase in our Mail Order business. Students are now writing direct to the Branch for their special material which, during the school opening period, results in an enormous Mail Order business. Orders for books which we carry in stock come from all parts of the Dominion, probably because our range of educational books is as complete as can be found anywhere in Canada. Members of Adult Education Associations, teachers convening for discussion purposes, and student teachers under the direction of their instructor from the Normal School continue to use freely our specially appointed Teachers' Library Reading Room.

A permanent window display is a new feature of our publicity this year, and is designed to create a book consciousness in the public mind and to impress on all who see it the tremendous part played by books in modern education.

All schools for the first six years of operation are provided by The School Grants Act with a selection of books each year to form the nucleus of a library. During the past year, 139 schools have each received a selection of books, the total valued at $3,941.80 provided through this Branch.

Purchases to replenish our stock during the year amounted to $168,514.39, of which amount approximately 90% was expended with Canadian publishers.

In the preparation and production of students' textbooks it is our policy to arrange, whenever possible, for the work to be done here in the Dominion. Our fiscal year runs from April 1st, 1942, to March 31st, 1943, and during these 12 months our gross business was $230,890.05, derived from the sale of textbooks for students and teachers and books for school libraries.

It is the policy of the Government that the Branch be entirely self-supporting, and at the same time not a revenue-producing agency for the Government. As a consequence, all operating costs, including salaries of staff, rent, insurance, interest charges payable to the Provincial Government on capital invested, and sundry expenses have to come out of small profits made by the Branch. Finally, no effort is made to turn over a surplus, though in practice a few hundred dollars are added to the general revenue each year.

The production of books, under war conditions, is a difficult matter with priority rulings affecting practically all the materials needed. In normal times, books are printed in quantities designed for a number of years, but today with the shortage of paper and cloth small runs only are practicable. As a result, reprinting is necessary, and with the shortage of labour and material there are unforeseen delays in book deliveries over which we have no control. In spite of these handicaps we have been able, in most instances, to deliver the books as required.

The management and staff of this Branch are very grateful to all their friends throughout the Province, and feel that their continued and increasing support constitutes a definite challenge to serve still more efficiently in the years ahead.

*Distribution of Free Readers.*

Reader supplies to students in the Elementary Schools, which are furnished free of charge by the Government, are distributed by this office. During the year, the following quantities of the six books in the "Highroads to Reading Series" were supplied: Primer, 5,143; Book I, 5,218; Book II, 5,876; Book III, 4,626; Book IV, 3,430; Book V, 3,708; Book VI, 4,113. The total number of readers distributed was 32,114.

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## REPORT OF SCHOOL BUILDINGS BRANCH

(Architectural Branch, Department of Public Works, (Technical Advisers)

(E. RAE, *Manager*)

The value of school buildings work for 1943 has shown an increase of $148,087.64 over 1942.

The increase of $148,087.64 over last year's total is due to the fact that material and labour is higher now than it has been in the past. Furthermore, minor repairs, alterations, additions, etc., are being carried out to a greater extent today than in former years.

Approved building projects, including new buildings, repairs and renewals, additions, residences, barns, etc., during the year 1943 were as follows:

**Buildings Erected by Department Plans:**

| Plan | No. | Amount |
|---|---|---|
| L.C.F.-38—Foreman and local labour | 6 | $ 11,529.73 |
| L.C.F.-38—Foreman and day labour | 2 | 2,922.31 |
| L.C.F.-38—Voluntary labour | 1 | 1,112.85 |
| L.C.F.-38—By contract | 5 | 9,985.08 |
| L.C.F.-38 & 38A—By contract | 1 | 4,331.17 |
| L.C.F.-38 & 38A—Foreman and local labour | 3 | 8,455.93 |
| L.C.F.-38 & 38B—By contract | 1 | 2,250.00 |
| L.C.F.-38 & 38C—Foreman and voluntary labour | 3 | 5,314.51 |
| L.C.F.-38 & 38D—Foreman and local labour | 1 | 2,300.00 |
| L.C.F.-38 & 38G—Foreman and local labour | 2 | 6,120.11 |
| A.E. 11-41—Foreman and local labour | 2 | 2,933.03 |
| B.E. 10-43—Foreman and local labour | 1 | 3,707.24 |
| C.E. 22—By contract | 1 | 3,936.01 |
| C.S. 20-38—By contract | 1 | 4,615.00 |
| E.E. 12—By contract | 1 | 10,427.00 |
| E.E. 12—Foreman and local labour | 2 | 9,642.69 |
| E.E. 13-40—Standard plan with amendments | 1 | 3,200.00 |
| E.S. 23—Foreman and local labour | 1 | 3,561.05 |
| T.W. 1—Forman and local labour | 4 | 2632.38 |

BUILDINGS, ADDITIONS AND ALTERATIONS ERECTED BY SPECIAL PLANS

| **School Buildings:** | No. | Amount |
|---|---|---|
| One Room: | | |
| One-room, full basement, Div. No. 47 | 1 | $ 1,472.13 |
| Two Rooms: | | |
| Two-room school with full basement | 2 | 20,441.40 |
| Three Rooms: | | |
| Three-room stucco school, full basement | 1 | 2,477.85 |
| Three rooms, full basement, science room and library | 1 | 11,442.00 |
| Three classrooms and gymnasium, Div. No. 2 | 2 | 18,121.77 |
| **Additions and Alterations:** | | |
| One-room addition with full basement, by contract | | $ 4,055.59 |
| Addition of a classroom, by contract | | 2,987.15 |
| Addition of new classroom and vestibule | | 3,092.11 |
| Addition of classroom with full basement | | 2,900.00 |
| Addition of classroom, part basement to L.C.F. 38 | | 1,700.00 |
| Addition of classroom, cloakroom and workroom | | 1,406.68 |
| Addition of classroom and washroom | | 3,495.37 |
| 12ft. addition with full basement and furnace | | 3,384.83 |
| Porch and cloakroom addition | | 570.00 |
| Additional classroom | | 1,368.67 |
| Two-room unit; one unit and hall to be completed at this time | | 5,848.54 |
| Two-room addition, Div No. 44 | | 4,438.10 |
| Conversion of Community Hall to two-room classroom building | | 5,000.00 |

| Plan | No. | Amount |
|---|---|---|
| Two-room addition, Div. No. 21 | | $ 5,084.54 |
| Addition to High School, Div. No. 43 | | 5,023.16 |
| Alterations to two-room school (2) | | 4,775.00 |
| Alterations to school; full basement, new porch, building turned around, etc. | | 1,513.62 |
| Complete renovation of entire inside of brick school; new partitions, stairways, etc.; also basement and furnace | | 3,500.00 |
| Alterations; stairs to basement, added vestibule, turned building around | | 1,278.30 |
| | | Cost |
| Number of newly erected Teacherages, 38 | | 22,729.28 |
| Number of Teacherages purchased, 27 | | 11,865.88 |
| Improvements, additions, and moving of Teacherages | | 18,536.92 |
| Purchase of and erection or improvements to Divisional Office Buildings | | 4,344.06 |
| Repairs, improvements, additions, moving, etc., of school buildings | | 213,336.16 |
| Erection of barns, ice houses, sheds, shop buildings, privies etc. | | 13,299.55 |
| Dormitory buildings purchased, 2 | | 6,000.00 |
| Improvements to Dormitories | | 2,456.49 |
| Money paid on last year's contracts | | 14,444.98 |
| School Buildings destroyed by fire, 16. | | |
| Total Value of School Buildings work for 1943 | | $521,365.32 |

## GENERAL STATISTICS

(A. P. WILSON, *Statistician*)

The following statistics have been compiled from information received from teachers, Official Auditors, and Secretary-Treasurers of School Districts and School Divisions.

During the year 1942-43, there were 5,988 rooms or departments in operation in 3,277 school districts, with an enrolment of 157,506. Of this enrolment, 50,859 were in the rooms of 54 City and Town Schools, 7,073 in 19 Separate Schools, and 18,646 in rooms of other graded urban schools. During the year 1941-42, there were 51,538 pupils in City and Town Schools, 6,898 in Separate Schools, and 19,410 in the rooms of other graded schools. During the year 1942-43, there were 4,881 pupils in 165 rooms in 33 Consolidations, and 78,115 in 2,995 rooms in 49 School Divisions.

The number of Secondary Grade rooms in operation at June 30th, 1942, including Technical and Commercial rooms, was 861, being a decrease of nine from last year. There were 406 rooms in which both elementary and secondary work was conducted.

During the year, 97.07 of the schools in operation, operated over 160 days. The average length of school year was 191.89 days, but the attendance was affected by cold weather and heavy snow during the winter, and lost attendances during harvest and seeding time. The average monthly percentage fell from 91.62% in 1941-42 to 88.29% in 1942-43.

The increase in the upper grades as compared with the lower grades since 1912 (the year in which the Grade XII system was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT

| Year | Division I, 1st Year | High School Division and 3rd Year Intermediate | Intermediate and High School Divisions |
|---|---|---|---|
| 1912 | 32.24 | 3.92 | 14.65 |
| 1913 | 32.08 | 4.09 | 14.50 |
| 1914 | 29.86 | 5.44 | 15.51 |
| 1915 | 25.54 | 5.38 | 17.19 |
| 1916 | 25.14 | 5.81 | 18.06 |
| 1917 | 24.87 | 5.62 | 18.45 |
| 1918 | 25.41 | 6.22 | 19.42 |
| 1919 | 26.05 | 6.52 | 20.39 |
| 1920 | 24.90 | 6.74 | 21.31 |
| Jan.-June 1921 | 25.24 | 6.04 | 18.94 |
| 1921-1922 | 22.81 | 7.53 | 21.26 |
| 1922-1923 | 20.87 | 8.29 | 22.73 |
| 1923-1924 | 19.51 | 9.13 | 23.39 |
| 1924-1925 | 18.23 | 9.95 | 24.23 |
| 1925-1926 | 17.68 | 9.60 | 24.82 |
| 1926-1927 | 17.74 | 10.68 | 25.94 |
| 1927-1928 | 17.57 | 11.44 | 26.90 |
| 1928-1929 | 16.97 | 11.78 | 27.60 |
| 1929-1930 | 16.25 | 12.66 | 28.79 |
| 1930-1931 | 15.13 | 14.38 | 30.56 |
| 1931-1932 | 14.01 | 16.53 | 32.42 |
| 1932-1933 | 13.49 | 17.13 | 33.61 |
| 1933-1934 | 13.42 | 17.58 | 34.56 |
| 1934-1935 | 13.61 | 17.06 | 34.76 |
| 1935-1936 | 14.17 | 17.54 | 35.20 |
| 1936-1937 | 14.52 | 17.86 | 35.18 |
| 1937-1938 | 14.19 | 18.28 | 35.22 |
| 1938-1939 | 13.15 | 19.06 | 36.04 |
| 1939-1940 | 12.56 | 19.79 | 36.41 |
| 1940-1941 | 12.32 | 19.78 | 36.13 |
| 1941-1942 | 12.66 | 19.67 | 35.52 |
| 1942-1943 | 12.07 | 18.98 | 36.65 |

The percentage of pupils enrolled in first year of Division I has decreased .59% from last year. The percentage distribution by grades of pupils leaving school at the age of 15 years since 1922 is as follows:

| Year | Division I | | | Division II | | | Intermediate School | | | High School | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1st Yr. | 2nd Yr. | 3rd Yr. | 1st Yr. | 2nd Yr. | 3rd Yr. | 1st Yr. | 2nd Yr. | 3rd Yr. | 1st Yr. | 2nd Yr. | 3rd Yr. |
| 1921-1922 | 1.14 | 1.61 | 3.59 | 7.02 | 11.28 | 16.52 | 19.29 | 29.79 | 6.59 | 2.34 | .81 | .02 |
| 1922-1923 | 1.08 | 1.01 | 3.99 | 5.62 | 8.68 | 13.08 | 18.97 | 28.50 | 11.90 | 4.59 | 2.18 | .40 |
| 1923-1924 | .54 | .90 | 2.46 | 3.36 | 5.46 | 9.06 | 20.94 | 32.87 | 14.48 | 7.36 | 2.47 | .07 |
| 1924-1925 | .39 | .81 | 2.13 | 3.65 | 6.33 | 8.57 | 20.45 | 34.94 | 12.60 | 7.19 | 2.84 | .10 |
| 1925-1926 | .15 | .35 | 1.16 | 2.10 | 6.65 | 10.21 | 17.24 | 34.69 | 15.20 | 10.53 | 1.46 | .26 |
| 1926-1927 | .16 | .19 | .45 | 1.85 | 4.97 | 11.50 | 18.71 | 33.22 | 17.25 | 8.08 | 3.46 | .16 |
| 1927-1928 | .10 | .20 | .65 | 2.60 | 6.18 | 9.79 | 20.36 | 31.60 | 17.50 | 8.62 | 2.30 | .10 |
| 1928-1929 | .09 | .17 | .56 | 1.22 | 5.74 | 8.78 | 21.64 | 32.09 | 18.11 | 9.99 | 1.55 | .06 |
| 1929-1930 | .09 | .13 | 1.02 | 1.69 | 6.78 | 8.86 | 21.23 | 33.62 | 17.96 | 6.58 | 1.95 | .09 |
| 1930-1931 | .13 | .13 | 1.07 | 1.79 | 7.35 | 8.81 | 21.62 | 34.10 | 17.14 | 5.98 | 1.79 | .09 |
| 1931-1932 | .09 | .31 | .72 | 1.63 | 6.53 | 9.17 | 19.05 | 34.55 | 17.13 | 7.88 | 2.79 | .15 |
| 1932-1933 | .06 | .18 | .54 | 1.70 | 5.05 | 9.29 | 19.22 | 36.13 | 18.38 | 6.64 | 2.39 | .42 |
| 1933-1934 | .08 | .11 | .42 | 1.78 | 4.94 | 9.19 | 18.68 | 35.89 | 20.01 | 5.96 | 2.43 | .51 |
| 1934-1935 | .08 | .08 | .33 | 1.85 | 4.92 | 10.96 | 17.46 | 33.93 | 20.47 | 6.52 | 2.86 | .54 |
| 1935-1936 | .05 | .10 | .20 | 1.99 | 5.26 | 10.53 | 15.55 | 34.33 | 21.31 | 7.77 | 2.45 | .49 |
| 1936-1937 | .16 | .28 | .51 | 2.25 | 4.69 | 10.14 | 15.66 | 31.69 | 24.74 | 7.47 | 2.02 | .39 |
| 1937-1938 | .15 | .26 | .59 | 2.28 | 4.40 | 10.88 | 15.93 | 29.77 | 26.60 | 7.04 | 1.74 | .36 |
| 1938-1939 | .27 | .11 | .65 | 1.75 | 4.37 | 9.06 | 18.05 | 28.41 | 29.67 | 7.15 | 1.48 | .03 |
| 1939-1940 | .19 | .14 | .57 | 1.54 | 4.72 | 8.53 | 17.67 | 27.18 | 29.59 | 7.71 | 2.07 | .09 |
| 1940-1941 | .14 | .14 | .42 | 1.70 | 4.30 | 8.97 | 17.99 | 26.80 | 30.77 | 7.04 | 1.56 | .17 |
| 1941-1942 | .07 | .07 | .34 | 1.33 | 4.08 | 8.51 | 17.44 | 26.39 | 31.27 | 7.85 | 2.55 | .10 |
| 1942-1943 | .10 | .18 | .44 | 1.45 | 4.08 | 8.45 | 17.00 | 24.35 | 33.25 | 7.99 | 2.51 | .20 |
| Average for 22 yrs. | .24 | .34 | 1.03 | 2.37 | 5 76 | 9.95 | 18.64 | 31.58 | 20.54 | 7.18 | 2.15 | .22 |

The average number of days of operation in ungraded schools was 182.82 days, and in graded schools 195.58 days. The establishment of School Divisions has enabled the weaker school districts to operate for the full school year, and has in addition provided high school facilities for many pupils in rural areas, who otherwise would have been compelled to leave school. The cost of operation per pupil has risen again in 1942-43, but under present conditions this was only to be expected.

Due to teacher shortage and to centralization being carried on in many Divisions, the number of schools in operation has decreased from 6,041 in 1941-42 to 5,988 in 1942-43. This number was only attained by using students from the two Normal Schools in more than 200 schools. The situation is liable to become even more acute, unless teachers who have left the profession can be persuaded to return for the duration. The number of teachers holding certificates who taught during the year was 5,956, and the Normal Schools supplied a total of 534 students to act as teachers. There was, therefore, a total of 6,490 teachers, including substitute and temporary, who taught in the 5,988 rooms in operation. The corresponding total for 1941-42 was 6,366 teachers.

TABLE 1

CLASSIFICATION OF PUPILS

| Grades | No. of Pupils June 30, 1933 | Percent. of Enrolment | No. of Pupils June 30, 1942 | Percent. of Enrolment | No. of Pupils June 30, 1943 | Percent. of Enrolment |
|---|---|---|---|---|---|---|
| Division I: | | | | | | |
| 1st Year | 23,127 | 13.49 | 20,086 | 12.66 | 19,006 | 12 07 |
| 2nd Year | 17,618 | 10.28 | 16,510 | 10.32 | 16,469 | 10.45 |
| 3rd Year | 18,830 | 10.99 | 16,667 | 10.42 | 16,411 | 10.42 |
| Division II: | | | | | | |
| 1st Year | 18,782 | 10.95 | 16,896 | 10.56 | 16,197 | 10.28 |
| 2nd Year | 18,399 | 10.73 | 16,891 | 10.55 | 16,068 | 10.20 |
| 3rd Year | 17,057 | 9.95 | 16,030 | 9.97 | 15,647 | 9.93 |
| Intermediate: | | | | | | |
| 1st Year | 15,036 | 8.77 | 14,657 | 8.12 | 15,037 | 9.55 |
| 2nd Year | 13,277 | 7.71 | 12,405 | 7.73 | 12,788 | 8.12 |
| 3rd Year | 10,408 | 6.07 | 11,294 | 7.04 | 10,794 | 6.86 |
| High School: | | | | | | |
| 1st Year | 8,790 | 5.13 | 7,524 | 4.77 | 7,591 | 4.82 |
| 2nd Year | 6,542 | 3.81 | 6,209 | 3.90 | 5,957 | 3.78 |
| 3rd Year | 3,629 | 2.12 | 6,400 | 3.96 | 5,541 | 3.52 |
| Totals | 171,445 | 100.00 | 161,569 | 100.00 | 157,506 | 100.00 |
| Elementary Grades | 113,813 | 66.39 | 103,080 | 64.48 | 99,798 | 63.35 |
| Intermediate Grades | 38,671 | 22.55 | 38,356 | 22.89 | 38,619 | 24.53 |
| High School Grades | 18,961 | 11.06 | 20,133 | 12.63 | 19,089 | 12.12 |

Again there is a slight decrease in the percentage of pupils in High School Grades. Many of the senior pupils are enlisted in the armed forces. Others have secured employment in various war industries.

TABLE 2

COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS IN URBAN AND NON-URBAN SCHOOLS

| | Urban Schools | Rural Schools |
|---|---|---|
| Number of pupils enrolled | 78,036 | 79,470 |
| Aggregate days attendance of pupils | 12,911,309 | 11,912,632.5 |
| Daily average attendance of pupils | 65,662.81 | 61,550 90 |
| Percentage of attendance of total enrolment | 84.15 | 77.44 |
| Average number of days attended per pupil | 164.88 | 149 90 |
| Average length of school year | 195.58 | 182.82 |
| Classification: | | |
| Division I: | | |
| 1st Year | 8,199 | 10,807 |
| 2nd Year | 7,324 | 9,145 |
| 3rd Year | 7,077 | 9,334 |
| Division II: | | |
| 1st Year | 6,844 | 9,353 |
| 2nd Year | 7,223 | 8,845 |
| 3rd Year | 7,144 | 8,503 |
| Intermediate: | | |
| 1st Year | 7,064 | 7,973 |
| 2nd Year | 6,324 | 6,464 |
| 3rd Year | 6,102 | 4,692 |
| High Schools: | | |
| 1st Year | 5,610 | 1,981 |
| 2nd Year | 4,498 | 1,459 |
| 3rd Year | 4,627 | 914 |
| Total Attendance | 78,036 | 79,470 |

The figures for Rural Schools include all School Divisions, but some Town, Village and Consolidated Schools have been included in School Divisions Possibly some 3,000 pupils listed as rural students, should be among the urban students

TABLE 3

AVERAGE AGE OF PUPILS

| | | | |
|---|---|---|---|
| Division I: | | Intermediate: | |
| 1st Year | 7.09 | 1st Year | 13.26 |
| 2nd Year | 8.22 | 2nd Year | 14.16 |
| 3rd Year | 9.35 | 3rd Year | 15.10 |
| Division II: | | High School: | |
| 1st Year | 10.41 | 1st Year | 16.00 |
| 2nd Year | 11.39 | 2nd Year | 16.97 |
| 3rd Year | 12.29 | 3rd Year | 18.20 |

TABLE 4

NUMBER AND AGES OF PUPILS

| Ages | Total No. of Pupils | Percentage of Enrolment |
|---|---|---|
| 5 years and under | 110 | .07 |
| 6 years | 5,409 | 3.43 |
| 7 years | 13,895 | 8.82 |
| 8 years | 14,400 | 9.14 |
| 9 years | 14,420 | 9.15 |
| 10 years | 15,040 | 9.55 |
| 11 years | 15,102 | 9.59 |
| 12 years | 15,553 | 9.87 |
| 13 years | 15,147 | 9.62 |
| 14 years | 14,591 | 9.29 |
| 15 years | 12,809 | 8.13 |
| 16 years | 9,140 | 5.80 |
| 17 years | 6,293 | 3.99 |
| 18 years | 3,713 | 2.35 |
| 19 years | 1,435 | .91 |
| 20 years | 323 | .21 |
| 21 years and over | 126 | .08 |
| Totals | 157,506 | 100 00 |

Of the pupils enrolled 13.34% are over the compulsory age limit of 15 years.

## TABLE 5

### DISTRIBUTION OF PUPILS BY SEX, DIVISION, AND AGE LAST BIRTHDAY—ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1943

(July 1st, 1942, to June 30th, 1943)

| Grade | Sex | 5 yrs. and u'der | 6 yrs. | 7 yrs. | 8 yrs. | 9 yrs. | 10 yrs. | 11 yrs. | 12 yrs. | 13 yrs. | 14 yrs. | 15 yrs. | 16 yrs. | 17 yrs. | 18 yrs. | 19 yrs. | 20 yrs. | 21 yrs. | *Tot. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Division I: 1st Year | Boys | 49 | 2657 | 5087 | 1730 | 427 | 153 | 71 | 51 | 25 | 12 | 7 | 3 | | | | | | 10272 |
| | Girls | 61 | 2590 | 4422 | 1191 | 269 | 108 | 34 | 22 | 16 | 10 | 8 | 2 | 1 | | | | | 8734 |
| 2nd Year | Boys | | 88 | 1994 | 3833 | 1817 | 550 | 174 | 80 | 32 | 20 | 6 | | | | | | | 8594 |
| | Girls | | 71 | 2248 | 3732 | 1245 | 386 | 118 | 38 | 17 | 13 | 4 | 3 | | | | | | 7875 |
| 3rd Year | Boys | | 2 | 60 | 1729 | 3426 | 2024 | 762 | 291 | 117 | 45 | 26 | 2 | 1 | 1 | | | | 8486 |
| | Girls | | 1 | 84 | 1986 | 3650 | 1474 | 468 | 159 | 62 | 26 | 11 | 4 | | | | | | 7925 |
| Division II: 1st Year | Boys | | | | 62 | 1511 | 3155 | 1973 | 924 | 379 | 165 | 47 | 8 | 3 | | | | 1 | 8228 |
| | Girls | | | | 136 | 1847 | 3565 | 1547 | 567 | 206 | 66 | 24 | 6 | 3 | 1 | | | 1 | 7969 |
| 2nd Year | Boys | | | | 1 | 70 | 1488 | 3117 | 2030 | 929 | 412 | 146 | 23 | 3 | | | | | 8219 |
| | Girls | | | | | 152 | 1929 | 3249 | 1589 | 575 | 241 | 92 | 15 | 4 | 3 | | | | 7849 |
| 3rd Year | Boys | | | | | 4 | 74 | 1476 | 3102 | 1991 | 944 | 332 | 54 | 9 | 2 | | | | 7988 |
| | Girls | | | | | 2 | 126 | 1800 | 3267 | 1550 | 660 | 194 | 45 | 12 | 1 | | 2 | | 7659 |
| Intermediate 1st Year | Boys | | | | | | 2 | 148 | 1470 | 2870 | 1872 | 827 | 187 | 26 | 4 | 2 | | | 7408 |
| | Girls | | | | | | 6 | 156 | 1694 | 3178 | 1823 | 616 | 121 | 29 | 4 | 2 | | | 7629 |
| 2nd Year | Boys | | | | | | | 4 | 106 | 1195 | 2455 | 1710 | 547 | 126 | 12 | 2 | | | 6157 |
| | Girls | | | | | | | 5 | 149 | 1672 | 2716 | 1505 | 478 | 90 | 11 | 4 | | 1 | 6631 |
| 3rd Year | Boys | | | | | | | | 6 | 139 | 1204 | 2142 | 1091 | 310 | 77 | 13 | 1 | | 4983 |
| | Girls | | | | | | | | 9 | 182 | 1546 | 2472 | 1133 | 361 | 89 | 11 | 3 | 5 | 5811 |
| High School: 1st Year | Boys | | | | | | | | | 4 | 143 | 999 | 1372 | 621 | 154 | 32 | 5 | 2 | 3332 |
| | Girls | | | | | | | | | 7 | 199 | 1313 | 1845 | 685 | 169 | 32 | 6 | 3 | 4259 |
| 2nd Year | Boys | | | | | | | | | | 6 | 120 | 805 | 1029 | 436 | 116 | 12 | 5 | 2529 |
| | Girls | | | | | | | | | | 13 | 194 | 1115 | 1421 | 531 | 122 | 23 | 9 | 3428 |
| 3rd Year | Boys | | | | | | | | | | | 4 | 102 | 652 | 934 | 512 | 114 | 35 | 2353 |
| | Girls | | | | | | | | | | | 10 | 179 | 907 | 1284 | 587 | 157 | 64 | 3188 |
| Totals by Sex | Boys | 49 | 2747 | 7141 | 7355 | 7255 | 7446 | 7725 | 8060 | 7681 | 7278 | 6366 | 4194 | 2780 | 1620 | 677 | 132 | 43 | 78549 |
| | Girls | 61 | 2662 | 6754 | 7045 | 7165 | 7594 | 7377 | 7494 | 7465 | 7313 | 6443 | 4946 | 3513 | 2093 | 758 | 191 | 83 | 78957 |
| *Grand Totals | | 110 | 5409 | 13895 | 14400 | 14420 | 15040 | 15102 | 15553 | 15147 | 14591 | 12809 | 9140 | 6293 | 3713 | 1435 | 323 | 126 | 157506 |
| Began Div. I, 1st Year, during the year | Boys | 49 | 2536 | 4532 | 1132 | 195 | 56 | 38 | 39 | 17 | 5 | 3 | 2 | | | | | | 8604 |
| | Girls | 61 | 2522 | 4069 | 784 | 125 | 56 | 14 | 13 | 8 | 8 | 4 | 2 | 1 | | | | | 7667 |
| Repeated from last year | Boys | | 121 | 555 | 598 | 232 | 97 | 33 | 12 | 8 | 7 | 4 | 1 | | | | | | 1668 |
| | Girls | | 68 | 353 | 407 | 144 | 52 | 20 | 9 | 8 | 2 | 4 | | | | | | | 1067 |

## TABLE 6

### DISTRIBUTION OF PUPILS BY SEX, DIVISION, AND AGE LAST BIRTHDAY IN URBAN SCHOOLS

Academic School Year Ended June 30th, 1943 (July 1st, 1942, to June 30th, 1943)

| Grade | Sex | 5 yrs. and u'der | 6 yrs. | 7 yrs. | 8 yrs. | 9 yrs. | 10 yrs. | 11 yrs. | 12 yrs. | 13 yrs. | 14 yrs. | 15 yrs. | 16 yrs. | 17 yrs. | 18 yrs. | 19 yrs. | 20 yrs. | 21 yrs. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Division I: 1st Year | Boys | 19 | 1421 | 2106 | 538 | 82 | 28 | 15 | 13 | 9 | 1 | 1 | | | | | | | 4233 |
| | Girls | 24 | 1397 | 1861 | 322 | 70 | 26 | 12 | 5 | 8 | 3 | 1 | | | | | | | 3729 |
| 2nd Year | Boys | | 8 | 1062 | 1765 | 659 | 147 | 40 | 9 | 9 | 8 | 1 | | | | | | | 3708 |
| | Girls | | 10 | 1224 | 1639 | 393 | 115 | 33 | 21 | 5 | 3 | 1 | 2 | | | | | | 3446 |
| 3rd Year | Boys | | | 13 | 920 | 1529 | 688 | 248 | 73 | 31 | 4 | 12 | | | 1 | | | | 3519 |
| | Girls | | 1 | 21 | 1080 | 1625 | 485 | 111 | 39 | 12 | 8 | 5 | 2 | | | | | | 3389 |
| Division II: 1st Year | Boys | | | | 20 | 811 | 1357 | 707 | 266 | 108 | 46 | 5 | 1 | 1 | | | | 1 | 3323 |
| | Girls | | | | 49 | 991 | 1598 | 505 | 156 | 53 | 10 | 4 | 1 | 1 | | | | 1 | 3369 |
| 2nd Year | Boys | | | | | 28 | 830 | 1469 | 806 | 311 | 119 | 38 | 4 | 1 | | | | | 3606 |
| | Girls | | | | | 55 | 1059 | 1505 | 562 | 189 | 53 | 19 | 4 | 1 | 1 | | | | 3448 |
| 3rd Year | Boys | | | | | 1 | 37 | 827 | 1506 | 723 | 318 | 111 | 21 | 5 | | | | | 3549 |
| | Girls | | | | | | 51 | 1034 | 1545 | 556 | 200 | 47 | 20 | 5 | 1 | | 2 | | 3461 |
| Intermediate: 1st Year | Boys | | | | | | 2 | 68 | 756 | 1387 | 749 | 320 | 81 | 12 | 1 | 1 | | | 3377 |
| | Girls | | | | | | 2 | 68 | 885 | 1426 | 858 | 237 | 51 | 11 | 3 | 1 | | | 3542 |
| 2nd Year | Boys | | | | | | | 1 | 49 | 711 | 1287 | 692 | 233 | 44 | 5 | 1 | | | 3023 |
| | Girls | | | | | | | 2 | 84 | 967 | 1389 | 556 | 175 | 25 | 4 | 2 | | | 3204 |
| 3rd Year | Boys | | | | | | | | 5 | 76 | 741 | 1141 | 571 | 164 | 48 | 3 | | | 2749 |
| | Girls | | | | | | | | 4 | 109 | 915 | 1400 | 583 | 180 | 51 | 5 | 1 | 5 | 3253 |
| High School: 1st Year | Boys | | | | | | | | | 1 | 110 | 763 | 1007 | 410 | 109 | 22 | 2 | 2 | 2426 |
| | Girls | | | | | | | | | 6 | 134 | 994 | 1381 | 478 | 119 | 23 | 4 | 2 | 3141 |
| 2nd Year | Boys | | | | | | | | | | 5 | 83 | 632 | 751 | 296 | 80 | 5 | 3 | 1855 |
| | Girls | | | | | | | | | | 2 | 126 | 882 | 1080 | 408 | 90 | 13 | 9 | 2610 |
| 3rd Year | Boys | | | | | | | | | | | 4 | 94 | 574 | 782 | 405 | 87 | 27 | 1973 |
| | Girls | | | | | | | | | | | 10 | 143 | 768 | 1081 | 472 | 122 | 49 | 2645 |
| Totals by Sex | Boys | 19 | 1429 | 3181 | 3243 | 3110 | 3089 | 3375 | 3482 | 3367 | 3388 | 3171 | 2644 | 1962 | 1242 | 512 | 94 | 33 | 37341 |
| | Girls | 24 | 1408 | 3106 | 3090 | 3134 | 3336 | 3270 | 3301 | 3331 | 3575 | 3400 | 3244 | 2549 | 1668 | 593 | 142 | 66 | 39237 |
| *Grand Totals | | 43 | 2837 | 6287 | 6333 | 6244 | 6425 | 6645 | 6783 | 6698 | 6963 | 6571 | 5888 | 4511 | 2910 | 1105 | 236 | 99 | 76578 |
| Began Div. I, 1st Year during the year | Boys | 19 | 1380 | 1826 | 243 | 33 | 11 | 8 | 9 | 5 | 1 | | | | | | | | 3535 |
| | Girls | 24 | 1371 | 1710 | 175 | 31 | 15 | 4 | 3 | 5 | 2 | | | | | | | | 3340 |
| Repeated from last year | Boys | | 41 | 280 | 295 | 49 | 17 | 7 | 4 | 4 | | 1 | | | | | | | 698 |
| | Girls | | 26 | 151 | 147 | 39 | 11 | 8 | 2 | 3 | 1 | 1 | | | | | | | 389 |

TABLE 7

TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE, UNDER AGE, NORMAL AND OVER AGE

| Grades | Number in each Grade | | | Total in each Grade | Percent. in each Grade | | |
|---|---|---|---|---|---|---|---|
| | Under Age | Normal | Over Age | | Under Age | Normal | Over Age |
| Division I: | | | | | | | |
| 1st Year | 110 | 14,756 | 4,140 | 19,006 | .58 | 77.64 | 21.78 |
| 2nd Year | 159 | 11,807 | 4,503 | 16,469 | .96 | 71.70 | 27.34 |
| 3rd Year | 147 | 10,791 | 5,473 | 16,411 | .89 | 65.76 | 33.35 |
| Division II: | | | | | | | |
| 1st Year | 198 | 10,078 | 5,921 | 16,197 | 1.23 | 62.22 | 36.55 |
| 2nd Year | 223 | 9,783 | 6,062 | 16,068 | 1.39 | 60.88 | 37.73 |
| 3rd Year | 206 | 9,645 | 5,796 | 15,647 | 1.32 | 61.64 | 37.04 |
| Intermediate: | | | | | | | |
| 1st Year | 312 | 9,212 | 5,513 | 15,037 | 2.08 | 61.26 | 36.66 |
| 2nd Year | 264 | 8,038 | 4,486 | 12,788 | 2.07 | 62.85 | 35.08 |
| 3rd Year | 336 | 7,364 | 3,094 | 10,794 | 3.11 | 68.23 | 28.66 |
| High School: | | | | | | | |
| 1st Year | 353 | 5,529 | 1,709 | 7,591 | 4.65 | 72.84 | 22.51 |
| 2nd Year | 333 | 4,370 | 1,254 | 5,957 | 5.59 | 73.35 | 21.06 |
| 3rd Year | 295 | 3,777 | 1,469 | 5,541 | 5.32 | 68.17 | 26.51 |
| Totals | 2,936 | 105,150 | 49,420 | 157,506 | 1.86 | 66.76 | 31.38 |

This is a recapitulation of Table 5. Pupils lose a great number of days even when schools are in operation, as is shown in Table 22.

TABLE 8

TABLE SHOWING NUMBER AND PERCENTAGES OF PUPILS LEAVING SCHOOL AT THE AGE OF 15 YEARS

| Grades | No. of Pupils leaving School at the age of 15 years | Percent. of total enrolment leaving School at the age of 15 years | Percent. of total leaving School at the age of 15 years | Percent. of each grade leaving School at the age of 15 years |
|---|---|---|---|---|
| Division I: | | | | |
| 1st Year | 5 | .003 | .10 | .02 |
| 2nd Year | 9 | .005 | .18 | .05 |
| 3rd Year | 22 | .013 | .44 | .13 |
| Division II: | | | | |
| 1st Year | 73 | .046 | 1.45 | .45 |
| 2nd Year | 205 | .130 | 4.08 | 1.27 |
| 3rd Year | 424 | .269 | 8.45 | 2.71 |
| Intermediate: | | | | |
| 1st Year | 853 | .547 | 17.00 | 5.67 |
| 2nd Year | 1,222 | .775 | 24.35 | 9.55 |
| 3rd Year | 1,668 | 1.059 | 33.25 | 15.45 |
| High School: | | | | |
| 1st Year | 401 | .254 | 7.99 | 5.28 |
| 2nd Year | 126 | .079 | 2.51 | 2.12 |
| 3rd Year | 10 | .006 | .20 | .18 |
| Totals | 5,018 | 3.186 | 100.00 | ..... |

The number of pupils leaving school at 15 years of age has increased considerably over last years. The total for last year was 4,077.

TABLE 9

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING THE YEAR JULY 1st, 1942, TO JUNE 30th, 1943

| Month | Possible Aggregate | Actual Aggregate | Percentage of attendance per month |
|---|---|---|---|
| July | | | |
| August | 16,304 | 15,802.5 | 96.92 |
| September | 3,001,060.5 | 2,583,212.5 | 86.07 |
| October | 2,871,693 | 2,479,766 | 89.95 |
| November | 2,895,765 | 2,535,899 | 87.57 |
| December | 2,432,079 | 2,208,889.5 | 90.79 |
| January | 2,806,233 | 2,205,099 | 78.58 |
| February | 2,891,167.5 | 2,555,614.5 | 88.36 |
| March | 3,303,579.5 | 2,838,129.5 | 85.91 |
| April | 2,350,252.5 | 2,061,633.5 | 87.72 |
| May | 2,831,210 | 2,524,689.5 | 89.11 |
| June | 3,122,069.5 | 2,815,206 | 90.17 |
| Average Monthly Percentage of Attendance | | | 88.29 |

The severe cold and heavy snow in January affected the attendance in that month considerably. The average monthly percentage of attendance last year was 91.62.

TABLE 10

SCHOOL DISTRICTS

| | |
|---|---|
| Number of School Districts in existence Dec. 31st, 1942, including the units in Consolidation | 3,901 |
| Number of Consolidations in the Province Dec. 31st, 1942 | 43 |
| Number of School District units in Consolidation Dec. 31st, 1942 | 150 |
| Number of School Districts established in 1943 | 8 |
| Number of School Districts in the Province Dec. 31st, 1943, including the units in Consolidation | 3,909 |
| Number of Consolidations in the Province Dec. 31st, 1943 | 43 |
| Number of School District units in Consolidation Dec. 31st, 1943 | 150 |
| Number of Rural High Schools in existence Dec. 31st, 1943 | 7 |
| Number of units in Rural High Schools Dec. 31st, 1943 | 30 |
| Number of School Divisions in existence Dec. 31st, 1943 | 49 |
| Number of units in School Divisions Dec. 31st, 1943 | 3,515 |

To obtain the number of schools that could operate, deduct the number of units in Consolidations from the number of School Districts in the Province at Dec. 31st, 1943, and add the 43 Consolidations. The Rural High Schools could also be added as they are districts within districts.

TABLE 11

ATTENDANCE OF PUPILS

| | Enrolment | Number of Boys | Number of Girls | Aggregate Attendance | Average Attendance |
|---|---|---|---|---|---|
| City Schools | 35,894 | 17,827 | 18,067 | 6,059,726 | 30,759.90 |
| Town Schools | 14,965 | 7,100 | 7,865 | 2,454,655 | 12,434.61 |
| Separate Schools | 7,073 | 3,314 | 3,759 | 1,132,267 | 5,868.96 |
| Village Schools | 13,620 | 6,632 | 6,988 | 2,234,461 | 11,348.99 |
| Consolidated Schools | 4,881 | 2,413 | 2,468 | 783,871 | 3,992.57 |
| Rural High Schools | 145 | 55 | 90 | 22,321 | 114.42 |
| Divisions | 78,115 | 39,789 | 38,326 | 11,740,677.5 | 60,577.00 |
| Rural Schools | 2,813 | 1,413 | 1,400 | 395,963 | 2,117.26 |
| Totals | 157,506 | 78,543 | 78,963 | 24,823,941.5 | 127,213.71 |

The average number of pupils enrolled per room was 27.99, a decrease of .93 from last year. The average attendance of pupils per room was 21.25, an increase of 3.79 from last year.

TABLE 12

DIAGRAM SHOWING NUMBER OF PUPILS PER ROOM IN ALBERTA SCHOOLS FROM 1905 - 1943 INCL.

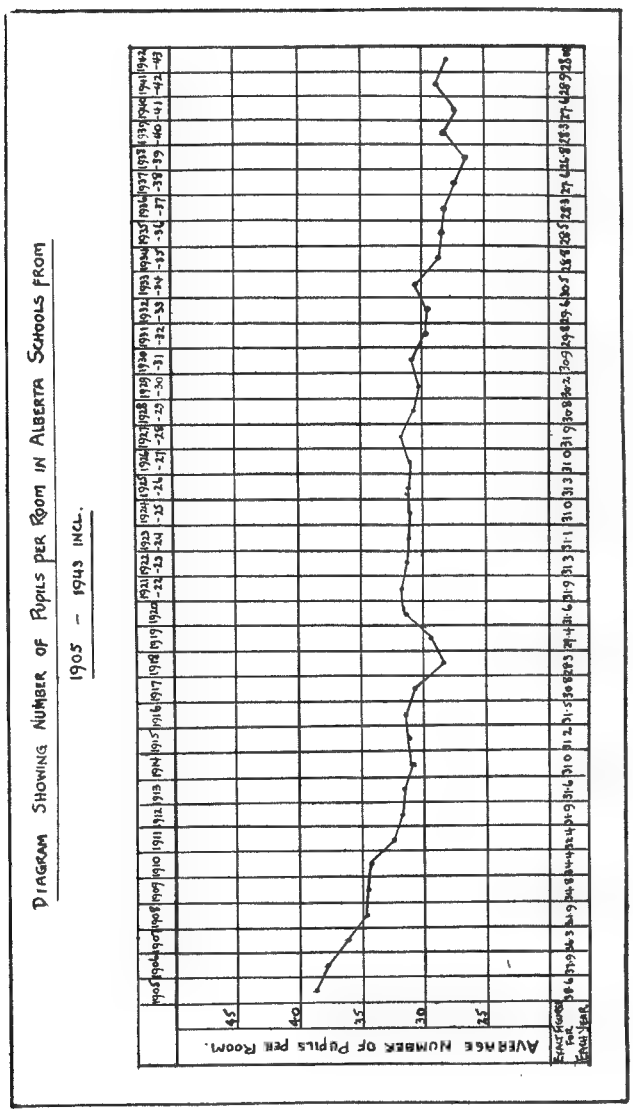

TABLE 13

STATEMENT SHOWING NUMBER OF SCHOOL DISTRICT UNITS IN DIVISIONS, NUMBER OF ROOMS IN OPERATION, AND NUMBER OF PUPILS ENROLLED BY DIVISIONS

| Name of Division | No. of S.D. Units in Division | No. of rooms in operation | No. of graded schools | No. of co-operating S.D. in Division | Total enrolment | Average attendance |
|---|---|---|---|---|---|---|
| Berry Creek | 29 | 18 | 2 | 10 | 257 | 201.77 |
| St. Mary's River | 57 | 64 | 12 | 26 | 1,683 | 1,324.78 |
| Foremost | 142 | 64 | 9 | 72 | 1,227 | 978.11 |
| Medicine Hat | 115 | 72 | 8 | 34 | 1,391 | 1,071.20 |
| Taber | 70 | 40 | 5 | 34 | 834 | 652.70 |
| Lethbridge | 86 | 100 | 21 | 45 | 2,740 | 2,164.19 |
| Acadia | 98 | 46 | 5 | 38 | 569 | 448.60 |
| Sullivan Lake | 79 | 39 | 3 | 30 | 622 | 475.99 |
| Peace River | 59 | 52 | 5 | 13 | 1,294 | 898.69 |
| Lac Ste. Anne | 74 | 83 | 6 | | 2,125 | 1,633.25 |
| Edson | 44 | 46 | 2 | | 1,393 | 970.62 |
| Clover Bar | 79 | 110 | 24 | | 3.235 | 2,426.30 |
| Grande Prairie | 88 | 81 | 3 | 4 | 1,950 | 1,526.23 |
| Rocky Mountain | 73 | 84 | 6 | | 1,949 | 1,411.90 |
| Neutral Hills | 81 | 49 | 2 | 30 | 770 | 615.04 |
| Holden | 77 | 83 | 8 | 9 | 1,827 | 1,424.89 |
| Lamont | 54 | 90 | 25 | | 2,606 | 2,196.28 |
| Vegreville | 67 | 74 | 7 | | 1,578 | 1.257.41 |
| Camrose | 70 | 79 | 8 | 2 | 1,715 | 1,375.30 |
| Two Hills | 71 | 103 | 20 | 1 | 3,176 | 2,517.22 |
| Killam | 72 | 63 | 3 | 13 | 1,196 | 877.42 |
| Stony Plain | 74 | 83 | 6 | 2 | 2,390 | 1,889.54 |
| Sturgeon | 84 | 109 | 21 | 3 | 3,032 | 2,273.33 |
| Vermilion | 100 | 96 | 6 | 12 | 1,873 | 1,501.98 |
| Stettler | 79 | 64 | 4 | 10 | 1,102 | 865.86 |
| Castor | 83 | 60 | 4 | 26 | 1,011 | 818.05 |
| Macleod | 65 | 53 | 4 | 33 | 796 | 626 64 |
| Pincher Creek | 39 | 31 | 1 | 8 | 477 | 369.41 |
| Drumheller | 81 | 73 | 4 | | 1,065 | 804.52 |
| Olds | 93 | 102 | 6 | 2 | 2,136 | 1,654.78 |
| Wainwright | 70 | 65 | 3 | 6 | 1,114 | 889.28 |
| Provost | 72 | 47 | | 21 | 638 | 509 44 |
| Ponoka | 78 | 83 | 4 | 2 | 1,768 | 1,413.17 |
| Red Deer | 80 | 88 | 5 | | 1,819 | 1,454.00 |
| Wetaskiwin | 63 | 65 | 3 | | 1,658 | 1,189.88 |
| Pembina | 92 | 105 | 11 | 4 | 2,752 | 2,104.69 |
| Foothills | 77 | 47 | 4 | 39 | 837 | 746.89 |
| Smoky Lake | 75 | 123 | 39 | 1 | 3,581 | 2,984 86 |
| Wheatland | 83 | 71 | 6 | 21 | 1.357 | 1,111.79 |
| Calgary | 78 | 81 | 9 | 6 | 1,575 | 1,239.24 |
| Athabasca | 89 | 99 | 9 | 3 | 2,402 | 1,806.91 |
| Bow Valley | 55 | 37 | 5 | 27 | 705 | 574.53 |
| E.I.D. | 44 | 56 | 11 | 2 | 1,494 | 1,187.10 |
| St. Paul | 64 | 74 | 10 | | 2,004 | 1,481.20 |
| Bonnyville | 60 | 74 | 9 | | 2,134 | 1,516.07 |
| Spirit River | 40 | 41 | 5 | 1 | 1,203 | 826.92 |
| McLennan | 31 | 24 | 1 | 2 | 719 | 532.45 |
| Strawberry | 38 | 45 | 7 | | 1,315 | 1,000.57 |
| Fairview | 43 | 43 | 4 | 3 | 1,021 | 756.01 |

TABLE 14

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN, VILLAGE AND RURAL SCHOOLS

| Period of Attendance | City and Town | Village | Rural | Total |
|---|---|---|---|---|
| Less than 20 days | 819 | 289 | 1,386 | 2,494 |
| Between 20 and 39 days | 1,121 | 348 | 1,716 | 3,185 |
| Between 40 and 59 days | 978 | 317 | 1,775 | 3,070 |
| Between 60 and 79 days | 979 | 266 | 1,983 | 3,228 |
| Between 80 and 99 days | 911 | 280 | 2,571 | 3,762 |
| Between 100 and 119 days | 1,166 | 419 | 4,297 | 5,882 |
| Between 120 and 139 days | 1,827 | 725 | 7,565 | 10,117 |
| Between 140 and 159 days | 4,840 | 2,222 | 16,273 | 23,335 |
| Between 160 and 179 days | 16,057 | 5,969 | 26,518 | 48,544 |
| Between 180 and 199 days | 29,138 | 7,736 | 16,783 | 53,657 |
| 200 days and over | 96 | 75 | 61 | 232 |
| Totals | 57,932 | 18,646 | 80,928 | 157,506 |

Of the pupils enrolled, 65.04% attended for 160 days or over.

TABLE 15

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1942-43

| School | Enrolment | Average Attendance | Av. Monthly Percentages |
|---|---|---|---|
| St. Albert | 159 | 118.93 | 85.8 |
| Edmonton | 15,024 | 12,784.06 | 91.2 |
| Calgary | 13,906 | 12,065.63 | 92 5 |
| Thibault | 249 | 209.21 | 91.8 |
| Macleod | 361 | 313.48 | 89.7 |
| Lethbridge | 2,424 | 2,057.74 | 90.4 |
| Medicine Hat | 1,885 | 1,601.56 | 92.2 |
| Fort Saskatchewan | 199 | 165.75 | 87.9 |
| Gleichen | 147 | 129.16 | 90.6 |
| Red Deer | 914 | 775.95 | 90.0 |
| Pincher Creek | 223 | 173.93 | 88.1 |
| High River | 357 | 302.64 | 88.4 |
| Okotoks | 184 | 154.28 | 88.8 |
| Innisfail | 399 | 302.61 | 88.1 |
| Olds | 421 | 357.06 | 87.5 |
| Lacombe | 478 | 415.69 | 91.2 |
| Wetaskiwin | 595 | 509.47 | 90.7 |
| Leduc | 255 | 205.80 | 88.7 |
| Ponoka | 493 | 404.40 | 89.9 |
| Cardston | 544 | 460.17 | 89.5 |
| Magrath | 442 | 356.11 | 86.4 |
| Blairmore | 376 | 328.64 | 92.2 |
| Didsbury | 308 | 259.78 | 91.9 |
| Raymond | 827 | 700.62 | 89.5 |
| Claresholm | 352 | 291.52 | 88.7 |
| Athabasca | 202 | 172.70 | 90 4 |
| Taber | 536 | 428.10 | 88.8 |
| Stavely | 107 | 82.42 | 91.6 |
| Coleman | 615 | 544.26 | 93.4 |
| Camrose | 640 | 543.72 | 91.2 |
| Vermilion Centre | 427 | 340.36 | 89.8 |
| Stettler | 327 | 288.61 | 91.6 |
| New Vegreville | 437 | 378.76 | 89.5 |
| Daysland | 208 | 171 88 | 88.8 |
| Strathmore | 140 | 116 72 | 91.2 |
| Wainwright | 259 | 221.76 | 88.8 |
| Hardisty | 135 | 112.59 | 88.1 |
| Vulcan | 233 | 188.36 | 87.1 |
| Tofield | 161 | 137.48 | 88.3 |
| Bow Island | 233 | 200.75 | 92.0 |
| Brooks | 278 | 222.51 | 91.1 |
| Castor | 116 | 93.98 | 89.1 |
| St. Paul | 449 | 359.06 | 89.5 |
| Redcliffe | 262 | 219.93 | 93.4 |
| Beverly | 218 | 190 10 | 90.7 |
| Edson | 457 | 371 70 | 89.0 |
| Coronation | 192 | 160.80 | 88.1 |
| Drumheller | 1,146 | 965.49 | 88.8 |
| Grande Prairie | 391 | 321.75 | 88.8 |
| Peace River | 275 | 207.04 | 87.6 |
| Rocky Mountain House | 222 | 176.94 | 88.7 |
| Hanna | 359 | 311.95 | 90.6 |
| Three Hills | 214 | 161.72 | 92.8 |
| Calgary, R.C.S. | 1,766 | 1,460.70 | 91.7 |
| Edmonton, R.C.S. | 3,277 | 2,744.40 | 89.6 |
| Lethbridge, R.C.S. | 596 | 528.79 | 92.2 |
| Sacred Heart, R.C.S. | 48 | 34.45 | 87.0 |
| St. Martin's, R.C.S. | 115 | 91.55 | 91.6 |
| North Red Deer, R.C.S. | 168 | 138.57 | 86.1 |
| St. Michael's, R.C.S. | 154 | 117.14 | 88.6 |
| St. Louis, R.C.S. | 186 | 155.78 | 90.5 |
| Theresetta, R.C.S. | 66 | 58.44 | 93.1 |
| St. Joseph's R.C.S. | 142 | 122.27 | 91.4 |
| Wainwright, R.C.S. | 94 | 72.92 | 89.0 |
| Average Monthly Percentages in Town Schools | | | 89.8 |

The average of monthly percentages of attendance of Town Schools, has decreased from 91.64 last year to 89.8 this year. The severity of the winter doubtless accounts for a large part of this.

## TABLE 16

### DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS OF INSTRUCTION

(Information Compiled from 61 City and Town Schools)

| Course and Subject | Grade X | | Grade XI | | Grade XII | | Totals by Sex | | Grand Totals |
|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | |
| COMPULSORY: | | | | | | | | | |
| English 1 | 1751 | 2289 | 37 | 34 | 1 | 1 | 1789 | 2324 | 4013 |
| English 2 | 3 | 1 | 1223 | 1815 | 80 | 59 | 1306 | 1875 | 3181 |
| English 3 | | | 5 | 2 | 917 | 1321 | 922 | 1323 | 2247 |
| Social Studies 1 | 1653 | 2282 | 82 | 113 | 1 | 3 | 1736 | 2398 | 4134 |
| Social Studies 2 | 1 | 1 | 1096 | 1789 | 80 | 83 | 1177 | 1873 | 3050 |
| Social Studies 3 | | | 9 | 4 | 901 | 1282 | 910 | 1286 | 2196 |
| Health and Physical Education 1 | 1635 | 2187 | 57 | 80 | 7 | 11 | 1699 | 2278 | 3977 |
| GROUP A—ACADEMIC: | | | | | | | | | |
| Algebra 1 | 856 | 944 | 302 | 374 | 76 | 80 | 1234 | 1398 | 2632 |
| Algebra 2 | | | 1 | | 667 | 701 | 668 | 702 | 1370 |
| Geometry 1 | 217 | 379 | 610 | 748 | 175 | 207 | 1002 | 1334 | 2336 |
| Trigonometry & Analytical Geometry | | | | | 649 | 598 | 649 | 598 | 1247 |
| Chemistry 1 | 296 | 382 | 663 | 784 | 102 | 180 | 1061 | 1346 | 2407 |
| Chemistry 2 | | | 60 | 42 | 545 | 683 | 605 | 725 | 1330 |
| Physics 1 | 781 | 977 | 300 | 339 | 72 | 92 | 1153 | 1408 | 2561 |
| Physics 2 | | | 1 | 1 | 647 | 441 | 648 | 442 | 1090 |
| Latin 1 | 237 | 345 | 90 | 141 | 36 | 77 | 363 | 463 | 826 |
| Latin 2 | | | 142 | 188 | 54 | 82 | 196 | 270 | 466 |
| Latin 3 | | | | | 116 | 166 | 116 | 166 | 282 |
| French 1 | 735 | 906 | 214 | 261 | 29 | 49 | 978 | 1216 | 2194 |
| French 2 | | | 456 | 631 | 190 | 203 | 646 | 834 | 1480 |
| French 3 | | | 1 | | 375 | 528 | 376 | 528 | 904 |
| German 1 | | | | | | | | | |
| German 2 | | | 1 | 2 | | | 1 | 2 | 3 |
| German 3 | | | | | 3 | | 3 | | 3 |
| Biology 2 | | | 1 | | 228 | 693 | 229 | 693 | 922 |
| GROUP B—COMMERCIAL: | | | | | | | | | |
| Bookkeeping 1 | 129 | 570 | 42 | 140 | 24 | 103 | 195 | 813 | 1008 |
| Bookkeeping 2 | | | 28 | 113 | 9 | 48 | 37 | 161 | 198 |
| Bookkeeping 3 | | | | | 5 | 16 | 5 | 16 | 21 |
| Seecretarial Training | | | 1 | 1 | 9 | 86 | 10 | 87 | 97 |
| Stenography 1 | 58 | 642 | 24 | 178 | 9 | 141 | 91 | 961 | 1052 |
| Stenography 2 | 2 | 26 | 14 | 239 | 6 | 107 | 22 | 372 | 394 |
| Typewriting 1 | 218 | 720 | 114 | 238 | 95 | 254 | 427 | 1212 | 1639 |
| Typewriting 2 | | | 85 | 249 | 18 | 149 | 103 | 398 | 401 |
| Office Practice 1 | | | 37 | 235 | 7 | 110 | 44 | 345 | 389 |
| Office Practice 2 | | | | 45 | 7 | 27 | 7 | 72 | 79 |
| Business Machines | | | | 1 | 9 | 66 | 9 | 67 | 76 |
| GROUP C—TECHNICAL: | | | | | | | | | |
| Woodwork 1 | 104 | | 11 | 4 | 1 | 2 | 116 | 6 | 122 |
| Woodwork 2 | | | 44 | | 11 | | 55 | | 55 |
| Woodwork 3 | | | | | 13 | | 13 | | 13 |
| Metal Work 1 | 151 | | 17 | | 10 | | 178 | | 178 |
| Metal Work 2 | | | 73 | | 3 | | 76 | | 76 |
| Metal Work 3 | 36 | | | | 24 | | 60 | | 60 |
| Electricity 1 | 108 | | 17 | | 11 | | 136 | | 136 |
| Electricity 2 | | | 72 | | 10 | | 82 | | 82 |
| Electricity 3 | | | | | 35 | | 35 | | 35 |
| Automotives 1 | 161 | | 3 | | 8 | | 172 | | 172 |
| Automotives 2 | | | 71 | | 5 | | 76 | | 76 |
| Automotives 3 | | | | | 12 | | 12 | | 12 |
| Printing 1 | 19 | 1 | 2 | | 1 | | 22 | 1 | 23 |
| Printing 2 | | | 13 | | | 1 | 13 | 1 | 14 |
| Arts and Crafts 1 | 8 | 18 | 9 | 14 | 3 | 6 | 20 | 38 | 58 |
| Arts and Crafts 2 | | | 2 | 17 | | | 2 | 17 | 19 |
| Arts and Crafts 3 | | | | | 2 | 3 | 2 | 3 | 5 |
| Farbrics and Dress 1 | | 86 | | 57 | | 19 | | 162 | 162 |
| Fabrics and Dress 2 | | | | 38 | | 33 | | 71 | 71 |
| Fabrics and Dress 3 | | | | | | 16 | | 16 | 16 |
| Home-making 1 | | 116 | | 7 | | 5 | | 128 | 128 |
| Home-making 2 | | | | 58 | | 37 | | 95 | 95 |
| Home-making 3 | | | | | | 12 | | 12 | 12 |
| General Mathematics 3 | | | | | 34 | 1 | 34 | 1 | 35 |
| GROUP D—GENERAL: | | | | | | | | | |
| Dramatics 1 | 361 | 621 | 119 | 165 | 27 | 75 | 507 | 861 | 1368 |
| Dramatics 2 | 1 | | 72 | 102 | 31 | 29 | 104 | 131 | 235 |
| Music 1 | 198 | 691 | 111 | 264 | 34 | 86 | 343 | 1041 | 1384 |
| Music 2 | 1 | | 18 | 154 | 11 | 24 | 30 | 178 | 208 |
| Art 1 | 339 | 428 | 129 | 254 | 28 | 58 | 496 | 740 | 1236 |
| Art 2 | 1 | 1 | 36 | 41 | 8 | 14 | 45 | 56 | 101 |
| Mechanical Drawing | 43 | | 13 | | 9 | | 65 | | 65 |
| General Mathematics 1 | 388 | 549 | 77 | 159 | 6 | 3 | 471 | 711 | 1182 |
| General Mathematics 2 | | | 138 | 135 | 25 | 45 | 163 | 180 | 343 |
| General Science 1 | 132 | 55 | 106 | 51 | 4 | 2 | 242 | 108 | 350 |

TABLE 16—Continued

| Course and Subject | Grade X | | Grade XI | | Grade XII | | Totals by Sex | | Grand Totals |
|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | |
| General Science 2 | | | 9 | 7 | 57 | 10 | 66 | 17 | 83 |
| Biology 1 | 709 | 934 | 164 | 231 | 24 | 59 | 897 | 1224 | 2121 |
| Geology 1 | 451 | 216 | 195 | 168 | 56 | 48 | 702 | 432 | 1134 |
| Bookkeeping 1a | 185 | 210 | 51 | 107 | 19 | 45 | 255 | 362 | 617 |
| Stenography 1a | 31 | 88 | 18 | 69 | 11 | 43 | 60 | 200 | 260 |
| Typewriting 1a | 123 | 229 | 65 | 154 | 28 | 75 | 216 | 458 | 674 |
| General Shop 1 | 414 | 20 | 37 | 17 | 9 | 10 | 460 | 47 | 507 |
| General Shop 2 | | | 126 | | 18 | 2 | 144 | 2 | 146 |
| Home Economics 1 | 3 | 360 | 3 | 92 | 3 | 50 | 9 | 502 | 511 |
| Home Economics 2 | | | 1 | 106 | | 26 | 1 | 132 | 133 |
| Needlework | 3 | 204 | 3 | 88 | | 35 | 6 | 327 | 333 |
| Vocations and Guidance | 534 | 601 | 171 | 268 | 64 | 87 | 769 | 956 | 1725 |
| Law | 2 | | 183 | 272 | 66 | 91 | 251 | 363 | 614 |
| Sociology | 1 | | 368 | 566 | 87 | 190 | 456 | 756 | 1212 |
| Psychology | 2 | 1 | 250 | 407 | 92 | 189 | 344 | 597 | 941 |
| Physical Education 2 | | | 162 | 208 | 34 | 19 | 196 | 227 | 423 |
| Survey of English Literature | | 18 | 147 | 153 | 43 | 136 | 190 | 307 | 497 |
| Economics | | | 2 | 4 | 139 | 237 | 141 | 241 | 382 |
| Creative Writing | | | 7 | 2 | 15 | 106 | 22 | 108 | 130 |

TABLE 16(a)

DISTRIBUTION OF PUPILS IN INTERMEDIATE SCHOOLS BY SUBJECTS OF INSTRUCTION

(Information Received from 64 City and Town Schools)

| Subjects | Grade VII | | Grade VIII | | Grade IX | | Totals by Sex | | Grand Totals |
|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | |
| COMPULSORY SUBJECTS: | | | | | | | | | |
| English | 2485 | 2584 | 2293 | 2455 | 1961 | 2368 | 6739 | 7407 | 14146 |
| Social Studies | 2485 | 2584 | 2293 | 2455 | 1961 | 2367 | 6739 | 7406 | 14145 |
| Health and Physical Education | 2485 | 2584 | 2293 | 2455 | 1961 | 2368 | 6739 | 7407 | 14146 |
| Mathematics | 2485 | 2584 | 2293 | 2455 | 1961 | 2368 | 6739 | 7407 | 14146 |
| General Science | 2485 | 2584 | 2293 | 2455 | 1961 | 2367 | 6739 | 7406 | 14145 |
| Music (Optional in Grade IX) | 2294 | 2464 | 2206 | 2347 | 378 | 656 | 4878 | 5467 | 10345 |
| Art (Optional in Grade IX) | 2175 | 2202 | 488 | 565 | 530 | 616 | 3193 | 3383 | 6576 |
| OPTIONAL SUBJECTS: | | | | | | | | | |
| Dramatics | 444 | 492 | 786 | 893 | 628 | 832 | 1858 | 2217 | 4075 |
| Farm and Home Accounting (Grades VII and VIII) | 137 | 123 | 261 | 270 | | 1 | 398 | 394 | 792 |
| Typewriting | | | 49 | 48 | 522 | 634 | 571 | 682 | 1253 |
| General Shop | 1990 | 3 | 1946 | 28 | 1600 | 17 | 5536 | 48 | 5584 |
| Home Economics | 13 | 2004 | 12 | 2064 | 14 | 1940 | 39 | 6008 | 6047 |
| Community Economics | 212 | 236 | 513 | 542 | 1060 | 1159 | 1785 | 1937 | 3722 |
| Oral French | 48 | 50 | 378 | 415 | 950 | 1172 | 1376 | 1637 | 3013 |

TABLE 17

PUPILS IN SECONDARY CLASS-ROOMS BY SEX, GRADE AND AGE

(Information Compiled from 61 City and Town Schools)

Pupils' ages as on June 15th, 1943.

| Grade | Sex | 10 yrs. | 11 yrs. | 12 yrs. | 13 yrs. | 14 yrs. | 15 yrs. | 16 yrs. | 17 yrs. | 18 yrs. | 19 yrs. | 20 yrs. | 21 yrs. or over | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade X | Boys | | | | 1 | 82 | 588 | 761 | 300 | 79 | 15 | 1 | 2 | 1829 |
| | Girls | | | | 3 | 90 | 746 | 1068 | 341 | 85 | 17 | 2 | 2 | 2354 |
| Grade XI | Boys | | | | | 4 | 58 | 487 | 572 | 205 | 51 | 5 | 3 | 1385 |
| | Girls | | | | | 1 | 81 | 684 | 775 | 270 | 56 | 7 | 7 | 1881 |
| Grade XII | Boys | | | | | | 5 | 72 | 400 | 603 | 294 | 79 | 19 | 1472 |
| | Girls | | | | | | 1 | 109 | 560 | 840 | 349 | 89 | 34 | 1982 |
| Totals by Sex | Boys | | | | 1 | 86 | 651 | 1320 | 1272 | 887 | 360 | 85 | 24 | 4686 |
| | Girls | | | | 3 | 91 | 828 | 1861 | 1676 | 1195 | 422 | 98 | 43 | 6217 |
| Grand Totals | | | | | 4 | 177 | 1479 | 3181 | 2948 | 2082 | 782 | 183 | 67 | 10903 |

TABLE 17(a)

PUPILS IN INTERMEDIATE CLASS-ROOMS BY SEX, GRADE AND AGE

(Information Received from 64 City and Town Schools)

Pupils' ages as on June 15th, 1943.

| Grade | Sex | 10 yrs. | 11 yrs. | 12 yrs. | 13 yrs. | 14 yrs. | 15 yrs. | 16 yrs. | 17 yrs. | 18 yrs. | 19 yrs. | 20 yrs. | 21 yrs. or over | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade VII | Boys | 2 | 40 | 590 | 1028 | 534 | 223 | 60 | 11 | 1 | | | | 2489 |
| | Girls | 1 | 46 | 820 | 1117 | 455 | 162 | 35 | 7 | 3 | 1 | | | 2647 |
| Grade VIII | Boys | | | 36 | 5411 | 1009 | 516 | 165 | 28 | 4 | | | | 2299 |
| | Girls | | 2 | 74 | 799 | 1062 | 394 | 127 | 20 | 3 | 2 | | 1 | 2464 |
| Grade IX | Boys | | | 5 | 62 | 544 | 844 | 390 | 117 | 17 | 3 | | | 1982 |
| | Girls | | | 3 | 87 | 727 | 1034 | 402 | 130 | 24 | 1 | 2 | 1 | 2411 |
| Totals by Sex | Boys | 2 | 40 | 631 | 1631 | 2087 | 1583 | 615 | 156 | 22 | 3 | | | 6770 |
| | Girls | 1 | 48 | 897 | 1983 | 2244 | 1590 | 564 | 157 | 30 | 4 | 2 | 2 | 7522 |
| Grand Totals | | 3 | 88 | 1528 | 3614 | 4331 | 3173 | 1179 | 313 | 52 | 7 | 2 | 2 | 14292 |

## POST-SCHOOL RECORD OF PUPILS

### STATISTICS OF PUPILS 15 YEARS OF AGE AND OVER WHO LEFT DURING THE SCHOOL YEAR, 1942-43

| Occupation | Grade | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Below VII | | VII | | VIII | | IX | | X | | XI | | XII | | Special | | |
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Total |
| Agriculture | 315 | 52 | 328 | 72 | 460 | 155 | 555 | 194 | 324 | 98 | 163 | 32 | 147 | 29 | 31 | 13 | 2968 |
| Fishing, Hunting and Trapping | 11 | 7 | 2 | | 5 | 2 | 2 | | | | | | | | | | 29 |
| Logging | | | 1 | 1 | 5 | 1 | 8 | | 6 | | 1 | | 3 | | | | 26 |
| Mining, Quarrying, Oil and Salt Wells | | | 2 | | 7 | | 9 | | 11 | | 14 | | 18 | | | | 61 |
| Manufacturing | | 1 | 2 | 1 | 10 | 5 | 5 | 3 | 6 | 5 | 6 | 1 | 20 | 9 | 8 | 3 | 85 |
| Electric Light and Power | | | 2 | | 1 | | 1 | | 2 | | 3 | 1 | 1 | | | | 11 |
| Transportation and Communication | 8 | | 10 | 1 | 41 | 21 | 50 | 24 | 59 | 12 | 36 | 19 | 43 | 28 | 5 | 1 | 358 |
| Warehousing and Storage | 2 | | 3 | 2 | 9 | 1 | 17 | 1 | 25 | 1 | 28 | 1 | 4 | | 4 | | 98 |
| Learning a Trade | 6 | | 7 | 2 | 40 | 5 | 59 | 27 | 71 | 18 | 79 | 26 | 67 | 25 | 12 | 2 | 446 |
| Financial and Insurance | | | | | | | 1 | | | | 1 | 5 | 3 | 13 | | | 23 |
| Public Administration Service | | 1 | | | | | | | 2 | 4 | 3 | 3 | 2 | 18 | | | 34 |
| Professional Service | | | | | 2 | 2 | 3 | 3 | 2 | 4 | 1 | 5 | 3 | 43 | 3 | 1 | 72 |
| Recreational Service | 1 | 1 | 1 | 1 | | 2 | 1 | 10 | | 9 | 3 | 3 | 3 | | 1 | 1 | 37 |
| Domestic Service | 8 | 104 | 16 | 179 | 15 | 277 | 23 | 364 | 13 | 152 | 5 | 143 | 9 | 82 | 2 | 14 | 1406 |
| Laundering, Cleaning and Dyeing | | 1 | | | 2 | 5 | 1 | 6 | | 3 | | 2 | 1 | 6 | | | 27 |
| Clerical | 1 | | 2 | 1 | 6 | 5 | 64 | 73 | 108 | 154 | 90 | 229 | 105 | 320 | 11 | 17 | 1186 |
| Labourers and Unskilled Workers | 38 | 10 | 52 | 29 | 73 | 33 | 96 | 39 | 61 | 39 | 33 | 20 | 20 | 7 | 7 | | 557 |
| Messengers | 5 | | 13 | 2 | 33 | 20 | 32 | 27 | 26 | 28 | 14 | 22 | 10 | 5 | 4 | | 241 |
| Other Occupations | 5 | 5 | 29 | 28 | 36 | 43 | 54 | 60 | 106 | 107 | 109 | 99 | 108 | 107 | 3 | 3 | 902 |
| Attending— | | | | | | | | | | | | | | | | | |
| Universities | | | | | | | | | | | 1 | | 166 | 74 | 9 | 1 | 251 |
| Institute of Technology and Art | | | | | | | 1 | | 2 | 1 | 1 | 6 | 27 | 20 | 2 | 4 | 64 |
| Normal Schools | | | | | | | | | 3 | | 2 | 1 | 63 | 265 | 9 | 14 | 557 |
| Other Schools | 67 | 45 | 64 | 71 | 159 | 202 | 304 | 363 | 227 | 248 | 148 | 190 | 117 | 194 | 9 | 16 | 2424 |
| Business Colleges | | | 1 | 1 | 2 | 2 | 1 | 27 | 9 | 74 | 8 | 136 | 22 | 202 | 5 | 27 | 517 |
| Illness | | | | | | | 1 | 1 | | | | | 1 | 1 | | | 4 |
| Occupation Unknown | 18 | 6 | 21 | 20 | 26 | 37 | 75 | 79 | 79 | 91 | 95 | 124 | 107 | 178 | 4 | 39 | 999 |
| Active Service | | | 1 | | 4 | 1 | 9 | 14 | 62 | 16 | 118 | 20 | 455 | 90 | 35 | | 825 |
| Without Occupation | 11 | 13 | 21 | 34 | 43 | 55 | 41 | 60 | 34 | 56 | 33 | 63 | 6 | 27 | 3 | 2 | 502 |
| Deceased | | 1 | | | | | | | | | | 1 | 1 | 1 | | | 4 |
| Totals | 496 | 247 | 578 | 445 | 979 | 874 | 1414 | 1375 | 1238 | 1120 | 995 | 1152 | 1532 | 1744 | 167 | 158 | 14514 |

TABLE 19

TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS ACTUALLY OPERATED DURING THE YEAR

| Period of Operation | City and Town and R.C. Separate | Village and Consolidated | Rural | Total |
|---|---|---|---|---|
| Less than 20 days | | | 1 | 1 |
| Between 20 and 39 days | | | | |
| Between 40 and 59 days | | | 3 | 3 |
| Between 60 and 79 days | | | 1 | 1 |
| Between 80 and 99 days | | | 5 | 5 |
| Between 100 and 119 days | | | 8 | 8 |
| Between 120 and 139 days | | | 16 | 16 |
| Between 140 and 159 days | | | 56 | 56 |
| Between 160 and 179 days | | | 441 | 441 |
| Between 180 and 199 days | 67 | 129 | 2,511 | 2,707 |
| 200 days and over | 6 | 12 | 21 | 39 |
| Totals | 73 | 141 | 3,063 | 3,277 |

Of the schools in operation, 97.07% operated over 160 days during the year. Severe cold, lack of fuel, a heavy snow in the winter months combined to reduce the percentage.

TABLE 20

NUMBER OF SCHOOLS IN OPERATION AS AT JUNE 30th, 1942, AND JUNE 30th, 1943, AND NUMBER OF DEPARTMENTS IN EACH

| School Districts having: | Total Schools | | Total Departments | |
|---|---|---|---|---|
| | June 30, 1942 | June 30, 1943 | June 30, 1942 | June 30, 1943 |
| 1 Department | 2,953 | 2,669 | 2,953 | 2,669 |
| 2 Departments | 353 | 320 | 706 | 640 |
| 3 " | 101 | 91 | 303 | 273 |
| 4 " | 65 | 65 | 260 | 260 |
| 5 " | 34 | 32 | 170 | 160 |
| 6 " | 32 | 32 | 192 | 192 |
| 7 " | 10 | 12 | 70 | 84 |
| 8 " | 10 | 10 | 80 | 80 |
| 9 " | 5 | 7 | 45 | 63 |
| 10 " | 5 | 3 | 50 | 30 |
| 11 " | 3 | 4 | 33 | 44 |
| 12 " | 5 | 4 | 60 | 48 |
| 13 " | 4 | 10 | 52 | 130 |
| 14 " | 5 | 2 | 70 | 28 |
| 15 " | 3 | | 45 | |
| 16 " | 1 | 2 | 16 | 32 |
| 17 " | 1 | 2 | 17 | 34 |
| 18 " | 1 | | 18 | |
| 19 " | | 1 | | 19 |
| 20 " | 1 | 1 | 20 | 20 |
| 22 " | 1 | | 22 | |
| 23 " | | 1 | | 23 |
| 24 " | 1 | | 24 | |
| 25 " | | 1 | | 25 |
| 32 " | 1 | | 32 | |
| 33 " | | 1 | | 33 |
| 35 " | 1 | | 35 | |
| 38 " | | 1 | | 38 |
| 52 " | 1 | | 52 | |
| 53 " | | 1 | | 53 |
| 56 " | | 1 | | 56 |
| 59 " | 1 | | 59 | |
| 66 " | 1 | | 66 | |
| 68 " | | 1 | | 68 |
| 90 " | 1 | | 90 | |
| 96 " | | 1 | | 96 |
| 378 " | 1 | 1 | 378 | 378 |
| 409 " | 1 | | 409 | |
| 412 " | | 1 | | 412 |
| Totals | 3,602 | 3,277 | 6,327 | 5,988 |

TABLE 21

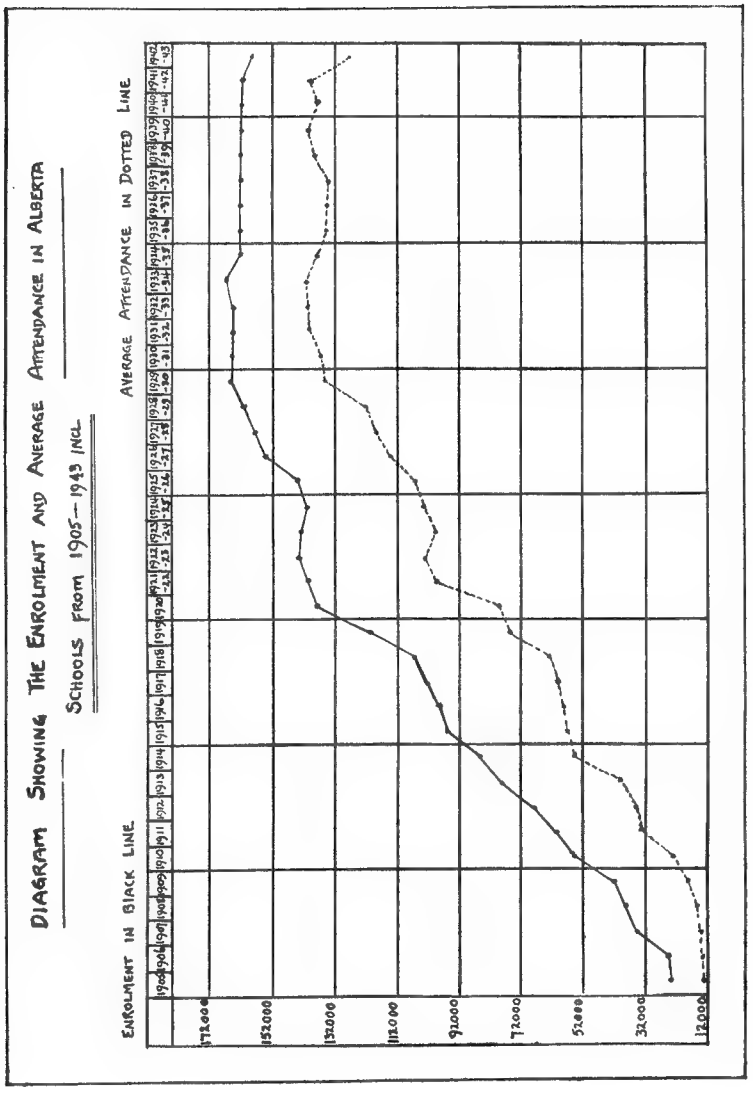
DIAGRAM SHOWING THE ENROLMENT AND AVERAGE ATTENDANCE IN ALBERTA
SCHOOLS FROM 1905–1943 INCL
ENROLMENT IN BLACK LINE
AVERAGE ATTENDANCE IN DOTTED LINE
172000
152000
132000
112000
92000
72000
52000
32000
12000

TABLE 22

| | 1932-33 | 1941-42 | 1942-43 |
|---|---|---|---|
| (1) Aggregate number of days attended during the year | 26,880,167.5 | 27,486,255.5 | 24,823,941.5 |
| (2) Average number attending each day | 139,836.33 | 139,886.47 | 127,213.71 |
| (3) Average monthly percentage of attendance | 88.69 | 91.62 | 88.29 |
| (4) Average number of days school was open during the year | 192.56 | 179.95 | 191.89 |
| (5) Average number of days pupils attended during the year | 159.06 | 170.12 | 157.61 |
| (6) Average number of days pupils lost during the year | 40.94 | 29.88 | 42.39 |
| (7) Percentage proportionate of total attendance to average attendance | 81.76 | 85.09 | 80.77 |
| (8) Percentage proportionate of Intermediate to Elementary Grades | 33.98 | 37.21 | 38.69 |
| (9) Percentage proportionate of High School to Intermediate and Elementary Grades | 12.43 | 14.23 | 13.78 |

The average number of days attended by pupils shows a marked decrease from last year, although the length of school year has increased. Poor attendance on the part of the older pupils during harvest time and a fairly severe winter with deep snow, contributed to this decrease. Some schools found it necessary to close entirely for a short time, due to lack of fuel. The number of days lost per pupil is based on a school year of 200 days. The actual time lost by pupils is 17.88% of the time schools were in operation.

TABLE 23

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905-1943 INCLUSIVE.

| Year | No. of S.D. in Existence | No. of S.D. in Operation | No. of Rooms in Operation | Percentage of S.D. in Operation | Average Length of School Year | Average Monthly Percentage of Attendance |
|---|---|---|---|---|---|---|
| 1905 | 602 | 476 | 628 | 79.07 | 174.4 | |
| 1906 | 746 | 570 | 760 | 76.41 | 183.2 | |
| 1907 | 902 | 694 | 945 | 76.94 | 159.6 | |
| 1908 | 1,070 | 851 | 1,135 | 79.53 | 160.0 | |
| 1909 | 1,250 | 970 | 1,323 | 77.60 | 163.2 | |
| 1910 | 1,501 | 1,195 | 1,610 | 79.60 | 158.3 | |
| 1911 | 1,784 | 1,392 | 1,902 | 77.93 | 157.0 | |
| 1912 | 2,029 | 1,600 | 2,229 | 78.85 | 178.8 | |
| 1913 | 2,235 | 1,705 | 2,511 | 71.81 | 178.3 | |
| 1914 | 2,360 | 2,027 | 2,898 | 85.89 | 181.4 | |
| 1915 | 2,478 | 2,138 | 3,082 | 86.36 | 181.5 | |
| 1916 | 2,598 | 2,170 | 3,143 | 83.33 | 184.1 | |
| 1917 | 2,773 | 2,471 | 3,497 | 89.11 | 182.5 | |
| 1918 | 2,964 | 2,766 | 3,933 | 93.32 | 180.5 | 82.53 |
| 1919 | 3,106 | 2,796 | 4,128 | 90.02 | 180.2 | 82.51 |
| 1920 | 3,215 | 2,826 | 4,289 | 87.90 | 183.0 | 82.76 |
| 1921-22 | 3,367 | 2,861 | 4,485 | 85.27 | 187.7 | 85.61 |
| 1922-23 | 3,388 | 2,995 | 4,729 | 88.40 | 184.6 | 86.42 |
| 1923-24 | 3,409 | 3,034 | 4,742 | 89.00 | 184.7 | 87.25 |
| 1924-25 | 3,431 | 3,033 | 4,759 | 88.40 | 184.7 | 87.44 |
| 1925-26 | 3,463 | 3,041 | 4,803 | 87.91 | 187.6 | 86.56 |
| 1926-27 | 3,515 | 3,124 | 4,977 | 89.10 | 188.4 | 86.56 |
| 1927-28 | 3,571 | 3,202 | 5,148 | 89.66 | 184.6 | 87.36 |
| 1928-29 | 3,640 | 3,242 | 5,345 | 89.07 | 187.9 | 87.28 |
| 1929-30 | 3,720 | 3,314 | 5,558 | 89.13 | 190.2 | 89.35 |
| 1930-31 | 3,755 | 3,346 | 5,624 | 88.94 | 192.7 | 89.99 |
| 1931-32 | 3,788 | 3,395 | 5,729 | 89.44 | 195.0 | 90.02 |
| 1932-33 | 3,734 | 3,451 | 5,796 | 90.66 | 192.5 | 88.69 |
| 1933-34 | 3,766 | 3,428 | 5,782 | 91.03 | 192.7 | 90.18 |
| 1934-35 | 3,812 | 3,449 | 5,815 | 90.48 | 184.6 | 88.46 |
| 1935-36 | 3,859 | 3,492 | 5,873 | 90.49 | 178.8 | 87.15 |
| 1936-37 | 3,926 | 3,542 | 5,935 | 90.22 | 191.1 | 88.21 |
| 1937-38 | 3,978 | 3,591 | 6,034 | 90.27 | 196.1 | 89.50 |
| 1938-39 | 3.992 | 3,592 | 6,082 | 90.27 | 191.8 | 90.33 |
| 1939-40 | 4,008 | 3,596 | 6,160 | 89.55 | 193.2 | 90.24 |
| 1940-41 | 4,005 | 3,639 | 6,276 | 90.86 | 190.9 | 89.84 |
| 1941-42 | 4,001 | 3,625 | 6,327 | 90.60 | 179.9 | 91.62 |
| 1942-43 | 4,008 | 3,277 | 5,988 | 81.76 | 191.9 | 81.76 |

Of the School Districts able to operate, 86.09% were in operation. The total of 4,008 includes the 150 units in Consolidation and the 49 School Divisions. The centralization being carried on in Divisions and the shortage of teachers has reduced the percentage of Districts in operation.

TABLE 24

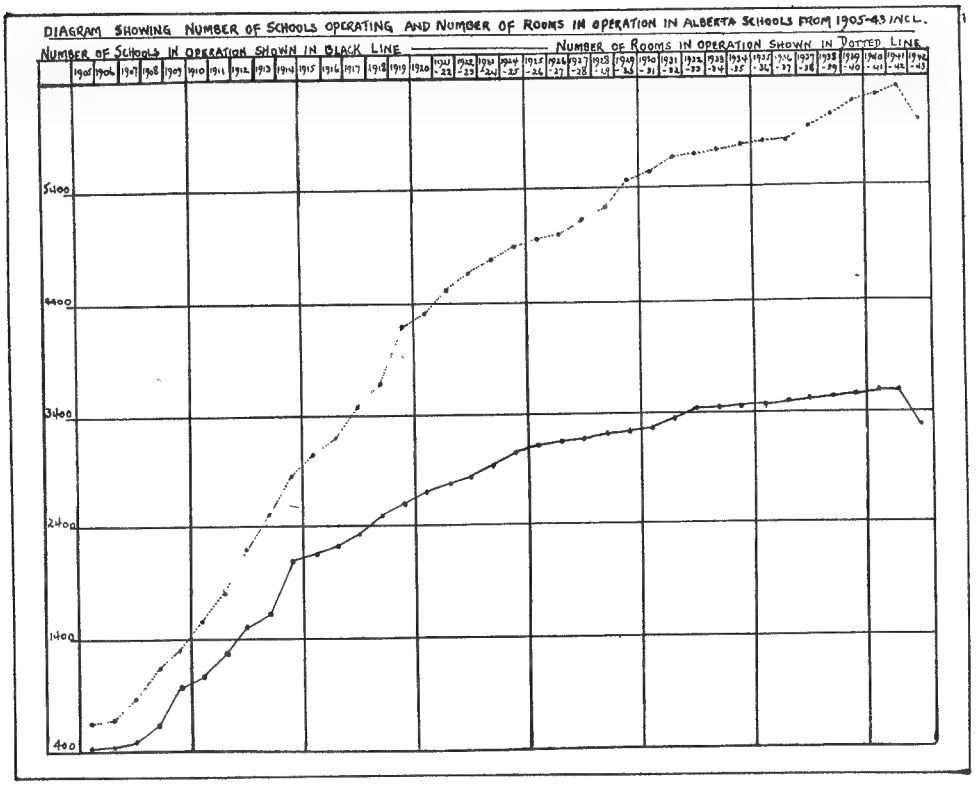


TABLE 25

RECEIPTS AND DISBURSEMENTS

SUMMARY OF RECEIPTS AND DISBURSEMENTS OF ALL SCHOOL DISTRICTS FOR THE YEAR 1942

RECEIPTS

| | |
|---|---|
| Cash on hand January 1st, 1942 | $ 958,935.91 |
| Proceeds from Debentures | 41,214.32 |
| Taxes Collected | 8,837,852.33 |
| Government Grants | 2,076,896.66 |
| Borrowed by Note | 1,460,780.43 |
| Pupils' Fees | 171,862.50 |
| Sale of Supplies | 56,287.48 |
| Sale of Property | 9,706.66 |
| Received from other Sources | 535,651.22 |
| | $14,149,187.51 |

DISBURSEMENTS

| | |
|---|---|
| Teachers' Salaries | $ 6,870,176.68 |
| Official Salaries | 269,840.87 |
| Paid on Debentures | 746,700.03 |
| Paid on Loans—Principal $1,502,523.50, Interest $38,537.07 | 1,541,060.57 |
| School Buildings and Repairs | 801,360.89 |
| School Grounds | 35,868.58 |
| School Furniture | 170,912.01 |
| Text Books | 44,567.90 |
| Library and Reference Books | 76,392.88 |
| School Supplies | 283,043.74 |
| Tuition Fees | 171,419.69 |
| Conveyance of Pupils | 359,924.34 |
| Caretaking and Supplies | 614,657.24 |
| Fuel | 436,462.56 |
| Insurance | 75,199.04 |
| Other Expenditures | 589,103.24 |
| Balance on hand December 31st, 1942 | 1,062,497.25 |
| | $14,149,187.51 |

TABLE 25(a)

## TABLE SHOWING RECEIPTS AND DISBURSEMENTS IN SCHOOL DIVISIONS DURING THE FISCAL YEAR NOVEMBER 1st, 1941, TO OCTOBER 31st, 1942

### RECEIPTS (GENERAL)

| | |
|---|---|
| Cash on hand November 1st, 1941 | $ 361,522.46 |
| Proceeds from Debentures | 9,095.83 |
| Taxes Collected | 3,506,773.19 |
| Government Grants | 1,348,747.27 |
| Borrowed by Note | 1,204,427.54 |
| Tuition Fees | 9,298.23 |
| Sale of Supplies | 41,204.07 |
| Other Sources | 188,214.83 |
| | $ 6,669,283.42 |

### RECEIPTS (CAPITAL)

| | |
|---|---|
| Cash on hand November 1st, 1941 | $ 21,062.81 |
| Proceeds from Debentures | 26,103.69 |
| Taxes Collected | 7,829.24 |
| Borrowed by Note | 25,500.00 |
| Sale of Property | 9,706.66 |
| Other Sources (from General Account) | 254,882.46 |
| | $ 345,084.86 |

### DISBURSEMENTS (CAPITAL)

| | |
|---|---|
| School Sites | $ 3,431.67 |
| School Buildings | 273,055.88 |
| Furniture | 37,583.74 |
| Other Disbursements | 17,412.67 |
| Balance on hand October 31st, 1942 | 13,600.90 |
| | $ 345,084.86 |

### DISBURSEMENTS (GENERAL)

| | | |
|---|---|---|
| (a) ADMINISTRATIVE: | | |
| Secretary-Treasurers' Salaries | $ 69,314.17 | |
| Auditors' Fees | 4,379 03 | |
| Divisional Trustees, Local Trustees and Secretaries | 62,443.09 | |
| Elections | 2,012.52 | |
| Office Equipment and Supplies | 44,700.96 | |
| Office Fuel and Light | 3,092.72 | |
| Office Insurance | 633.29 | |
| Sundry Administrative Expenses | 17,031.72 | |
| Total Administrative Expenses | | $ 203,607.50 |
| (b) OPERATION OF SCHOOLS: | | |
| Teachers' and Supervisors' Salaries and Expenses | $3,123,497.00 | |
| Health Services and Supplies | 37,030.04 | |
| Caretaking and Supplies | 227,563.17 | |
| Fuel and Light | 196,077.39 | |
| Repairs to Buildings | 198,754.21 | |
| School Grounds | 16,403.29 | |
| School Furniture | 87,460.70 | |
| School Supplies | 79,440.32 | |
| Text Books | 44,567.90 | |
| Library and Reference Books | 51,804.37 | |
| Tuition Fees | 157,093.68 | |
| Conveyance | 251,115.40 | |
| Insurance | 40,006.49 | |
| Debenture Payments (Principal) | 104,496.11 | |
| Debenture Payments (Interest) | 23,779.79 | |
| Repayment of Loans (Principal) | 1,254,694.60 | |
| Repayment of Loans (Interest) | 15,789.77 | |
| Other Expenditures | 105,332.87 | |
| Total Expenditures for operation of Schools | | 6,015,407.10 |
| Payments made on Liabilities Assumed by Divisions on Organization | $ 103,056.74 | |
| Balance on hand October 31st, 1942 | 347,212.08 | |
| | | $ 6,669,283.42 |

TABLE 26

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF TOWN, VILLAGE AND RURAL SCHOOLS FOR THE YEAR 1942

| RECEIPTS | Town and Village Districts | Rural Districts |
|---|---|---|
| Balance on hand January 1st, 1942 | $ 547,384.37 | $ 411,551.54 |
| Proceeds of Debentures | 6,014.80 | 35,199.52 |
| Taxes Collected | 5,219,209.14 | 3,618,643.19 |
| Government Grants | 688,693.49 | 1,388,203.17 |
| Borrowed by Note | 277,852.60 | 1,232,927.83 |
| Tuition Fees | 161,876.81 | 9,985.69 |
| Sale of Supplies | 14,856.19 | 41,431.29 |
| Other sources | 89,300.04 | 456,057.84 |
| | $6,955,187.44 | $7,194,000.07 |
| DISBURSEMENTS | | |
| Teachers' Salaries | $3,663,639.80 | $3,206,536.88 |
| Official Salaries | 128,826.62 | 141,014.25 |
| Paid on Debentures | 616,313.56 | 130,386.47 |
| Paid on Notes (Renewals and Interest) | 264,609.53 | 1,276,451.04 |
| Caretaking and Supplies | 381,202.79 | 233,454.45 |
| Fuel and Light | 236,509.44 | 199,553.12 |
| School Buildings | 322,360.54 | 479,000.35 |
| School Grounds | 14,347.01 | 21,521.54 |
| School Furniture | 44,637.46 | 126,274.55 |
| Supplies | 198,487.92 | 129,123.72 |
| Library and Reference Books | 23,612.27 | 52,780.61 |
| Tuition Fees | 11,623.45 | 159,796.24 |
| Conveyance | 107,693.74 | 252,230.60 |
| Insurance | 34,806.89 | 40,392.15 |
| Other Expenditures | 250,235.73 | 338,867.51 |
| Cash on hand December 31st, 1942 | 655,380.66 | 406,616.59 |
| | $6,955,187.44 | $7,194,000.07 |

TABLE 27

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN, VILLAGE AND RURAL DISTRICTS FOR THE YEAR 1942

| ASSETS | Town and Village Districts | Rural Districts |
|---|---|---|
| Cash on hand January 1st, 1942 | $ 655,880.66 | $ 406,616.59 |
| Land and Buildings | 14,602,335.16 | 6,740,517.26 |
| Furniture and Equipment | 1,623,783.60 | 1,550,380.98 |
| Library and Text Books | 118,257.41 | 273,885.87 |
| Balance due on Requisitions in Non-Collecting Districts | 220,276.29 | 411,303.50 |
| Arrears of Taxes in Collecting Districts | 2,082,838.92 | 294,606.34 |
| Other Assets | 781,075.06 | 410,419.16 |
| | $20,084,447.10 | $10,087,729.70 |
| LIABILITIES | | |
| Teachers' Salaries | $ 15,355.72 | $ 77,564.10 |
| Official Salaries | 345.35 | 1,453.64 |
| Loans | 120,476.16 | 705,061.97 |
| Debentures not yet due | 5,678,562.14 | 486,334.71 |
| Overdue Debentures | 140,435.09 | 197,772.63 |
| Other Liabilities | 283,254.08 | 322,218.25 |
| Excess of Assets over Liabilities | 13,846,018.56 | 8,297,374.40 |
| | $20,084,447.10 | $10,087,729.70 |

TABLE 28

STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS FOR THE YEAR 1942

ASSETS

| | |
|---|---|
| Cash on hand December 31st, 1942 | $ 1,062,497.25 |
| Land and Buildings | 21,342,852.42 |
| Furniture and Equipment | 3,174,164.58 |
| Library and Reference Books | 392,143.28 |
| Balance due on Requisitions in Non-Collecting Districts | 631,579.79 |
| Arrears of Taxes in Collecting Districts | 2,377,445.26 |
| Other Assets | 1,191,494.22 |
| | $30,172,176.80 |

LIABILITIES

| | |
|---|---|
| Teachers' Salaries | $ 92,919.82 |
| Official Salaries | 1,798.99 |
| Loans | 825,538.13 |
| Debentures not yet due | 6,164,896.85 |
| Overdue Debentures | 338,157.72 |
| Other Liabilities | 605,472.33 |
| Excess of Assets over Liabilities | 22,143,392.96 |
| | $30,172,176.80 |
| Total Insurance on Property | $21,469,929.00 |

TABLE 29

COMPARATIVE COST OF EDUCATION

| | 1932-33 | 1941-42 | 1942-43 |
|---|---|---|---|
| IN ALL SCHOOLS: | | | |
| Cost per pupil per year according to enrolment | $ 59 96 | $ 64.46 | $ 68.10 |
| Cost per pupil per year according to average attendance | 73.66 | 75.54 | 84.33 |
| Average cost per pupil for each day in attendance | .377 | .416 | .432 |
| IN SCHOOL DIVISIONS: | | | |
| Cost per pupil per year according to enrolment | | 57.60 | 61.59 |
| Cost per pupil per year according to average attendance | | 68.92 | 79.43 |
| Average cost per pupil for each day in attendance | | .381 | .409 |
| IN GRADED SCHOOLS: | | | |
| Cost per pupil per year according to enrolment | 66.65 | 71.78 | 75.19 |
| Cost per pupil per year according to average attendance | 78.75 | 82.71 | 89.35 |
| Average cost per pupil for each day in attendance | .382 | .452 | .456 |
| IN TOWN AND VILLAGE SCHOOLS: | | | |
| Cost per pupil per year according to enrolment | 52.97 | 58.35 | 61.90 |
| Cost per pupil per year according to average attendance | 62.66 | 67.33 | 73.98 |
| Average cost per pupil for each day in attendance | .317 | .369 | .375 |
| IN CITY SCHOOLS: | | | |
| Cost per pupil per year according to enrolment | 84.38 | 85.58 | 89.17 |
| Cost per pupil per year according to average attendance | 97.04 | 97.79 | 104.02 |
| Average cost per pupil for each day in attendance | .496 | .535 | .539 |
| IN CONSOLIDATED SCHOOLS: | | | |
| Cost per pupil per year according to enrolment | 74.29 | 77.79 | 81.71 |
| Cost per pupil per year according to average attendance | 88.86 | 89.98 | 97.39 |
| Average cost per pupil for each day in attendance | .467 | .492 | .508 |

TABLE 30

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLMENT AND ON AVERAGE ATTENDANCE

| Year | Total Disbursements | Actual Cost of Operation | Average Cost per Pupil Based on Enrolment | Actual Cost per Pupil Based on Average Attendance |
|---|---|---|---|---|
| 1913 | $ 8,684,186.04 | $ 3,211,542.71 | $40.28 | $69.90 |
| 1914 | 7,834,891.67 | 4,096,142.48 | 46.43 | 76.55 |
| 1915 | 7,965,469.42 | 4,028,592.61 | 44.69 | 71.16 |
| 1916 | 6,121,614.26 | 4,321,020.74 | 44.09 | 72.53 |
| 1917 | 6,595,562.01 | 4,800,938.08 | 45.39 | 74.82 |
| 1918 | 7,496,691.64 | 5,290,892.57 | 46.81 | 75.87 |
| 1919 | 8,805,528.59 | 6,430,231.41 | 52.89 | 85.99 |
| 1920 | 10,644,329.13 | 7,881,971.22 | 58.06 | 95.63 |
| 1921-22 | 12,134,488.37 | 8,753,439.81 | 61.24 | 87.09 |
| 1922-23 | 12,358,371.36 | 8,924,404.34 | 60.28 | 84.70 |
| 1923-24 | 11,863,566.60 | 8,362,506.00 | 61.22 | 83.74 |
| 1924-25 | 11,458,506.36 | 8,760,197.00 | 59.27 | 81.20 |
| 1925-26 | 10,826,790.28 | 8,764,479.00 | 59.12 | 80.49 |
| 1926-27 | 11,280,112.44 | 9,137,429.00 | 59.18 | 79.37 |
| 1927-28 | 11,707,988.40 | 9,466,675.00 | 50.50 | 79.49 |
| 1928-29 | 13,036,865.26 | 10,086,501.00 | 61.18 | 81.66 |
| 1929-30 | 14,396,549.22 | 10,697,549.00 | 63.64 | 80.69 |
| 1930-31 | 14,050,523.50 | 11,017,869.00 | 65.24 | 80.58 |
| 1931-32 | 12,122,345.98 | 10,522,137.00 | 61.61 | 75.35 |
| 1932-33 | 11,495,119.68 | 10,134,592.00 | 59.96 | 73.66 |
| 1933-34 | 10,028,939.39 | 9,295,551.00 | 55.03 | 66.80 |
| 1934-35 | 10,349,898.76 | 9,070,715.00 | 54.07 | 66.59 |
| 1935-36 | 10,159,111.07 | 9,119,641.00 | 54.54 | 68.63 |
| 1936-37 | 10,195,128.18 | 9,203,091.00 | 54.79 | 69.14 |
| 1937-38 | 10,659,155.95 | 9,481,590.00 | 56.95 | 70.22 |
| 1938-39 | 11,172,187.34 | 9,666,965.00 | 59.22 | 68.12 |
| 1939-40 | 11,973,979.83 | 9,969,042.00 | 60.82 | 71.28 |
| 1940-41 | 12,623,188.79 | 10,293,506.00 | 62.98 | 76.03 |
| 1941-42 | 11,616,548.88 | 10,404,404.00 | 64.46 | 75.54 |
| 1942-43 | 13,076,690.26 | 10,726,651.00 | 68.10 | 84.33 |

TABLE 31

TEACHERS' SALARIES 1942-43 IN ALL SCHOOLS

| Class of Certificate | Number of Teachers | Salaries Paid | | |
|---|---|---|---|---|
| | | Highest | Lowest | Average |
| Academic Male | 67 | $3,850.00 | $ 975.00 | $2,318.40 |
| Academic Female | 64 | 3,104.00 | 840.00 | 2,068.51 |
| High School Male | 80 | 3,160.00 | 925.00 | 1,668.80 |
| High School Female | 95 | 2,676.00 | 840.00 | 1,484.18 |
| First Class Male | 784 | 3,850.00 | 840.00 | 1,636.85 |
| First Class Female | 1,691 | 3,104.00 | 840.00 | 1,201.69 |
| Elementary and Intermediate, Male | 230 | 2,375.00 | 800.00 | 1,054.86 |
| Elementary and Intermediate, Female | 1,497 | 1,925.00 | 800.00 | 880.36 |
| Second Class Male | 171 | 2,800.00 | 750.00 | 1,169.59 |
| Second Class Female | 1,076 | 2,300.00 | 750.00 | 1,077.25 |
| Third Class Male | 2 | 970.00 | 857.00 | 913.50 |
| Third Class Female | 6 | 1,300.00 | 840.00 | 971.66 |
| Letter of Authority (Male) | 5 | 1,450.00 | 840.00 | 962.00 |
| Letter of Authority (Female) | 69 | 1,000.00 | 750.00 | 867.69 |
| Special Male | 60 | 3,820.00 | 1,200.00 | 1,976.50 |
| Special Female | 59 | 3,104.00 | 925.00 | 1,711.88 |

In addition to the above, there were 534 student teachers sent out from the two Normal Schools; 259 sent in September of 1942 and 275 in March of 1943. The above table accounts for 5,956 teachers, and with the 534 student teachers, the total number of teachers for the year 1942-43 was 6,490.

TABLE 32

AVERAGE SALARY OF TEACHERS

| | No. of Teachers, 1942-43 | Salaries, 1941-42 | Salaries, 1942-43 |
|---|---|---|---|
| Average Salary per year paid in Divisions | 3,382 | $ 911.65 | $ 972.38 |
| Average Salary per year paid in Rural Schools not included in Divisions | 77 | 886.18 | 914.22 |
| Average Salary per year paid in City and Town Schools | 1,567 | 1,691.62 | 1,695.71 |
| Average Salary per year paid in Village Schools | 508 | 1,154.37 | 1,209.84 |
| Average Salary per year paid in Separate Schools | 225 | 1,160.88 | 1,200.35 |
| Average Salary per year paid in Rural High Schools and Consolidated Schools | 197 | 1,074.42 | 1,198.02 |
| Average Salary per year paid in all Schools | 5,956 | 1,102.32 | 1,196.17 |
| Average Salary per year paid in Urban Schools | 2,497 | 1,486.54 | 1,509.82 |

Some Schools, paying a cost of living bonus, have not reported the bonus with the salary paid. Salaries may therefore be slightly higher than the figures given above. 259 trainees who were not certificated till May of 1943 taught in the schools of this Province during the December term of 1942, and 275 more who were certificated in May, taught for a part of the June term of 1943 as Trainee Teachers.

TABLE 33

STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-43 INCLUSIVE

| Year | No. of Pupils Enrolled | | Daily Average Attendance of Pupils | | Amount Expended on Teachers' Salaries | Total Number of Teachers Employed | Total Number of School Districts Organized | Number of School Districts Erected Each Year | Value of School Buildings and Grounds | Value of School Libraries | Excess of Assets Over Liabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Rural | Town and Village | Rural | Town and Village | | | | | | | |
| 1906 | 14,576 | 14,208 | 7,395.34 | 7,386.73 | $ 386,107.99 | 924 | 742 | 144 | $ 926,706.26 | $ 10,384.49 | $ 607,678.45 |
| 1907 | 16,344 | 17,994 | 8,108.25 | 9,202.51 | 497,745.78 | 1,210 | 898 | 156 | 1,946,869.28 | 16,490.25 | 1,486,273.67 |
| 1908 | 19,599 | 20,054 | 10,104.32 | 8,819.44 | 592,222.64 | 1,468 | 1,066 | 168 | 2,553,060.43 | 22,879.20 | 1,125,362.70 |
| 1909 | 23,165 | 22,883 | 12,498.87 | 9,826.19 | 758,815.51 | 1,815 | 1,245 | 179 | 3,531,363.57 | 30,409.52 | 2,615,321.78 |
| 1910 | 29,835 | 25,472 | 15,577.58 | 14,033.87 | 908,045.12 | 2,217 | 1,496 | 251 | 4,643,612.94 | 39,302.70 | 2,941,474.49 |
| 1911 | 32,098 | 29,562 | 16,252.65 | 16,304.11 | 1,144,583.75 | 2,651 | 1,778 | 282 | 7,371,639.52 | 50,950.28 | 4,078,812.02 |
| 1912 | 36,399 | 34,643 | 19,513.65 | 19,712.95 | 1,411,200.65 | 3,054 | 2,019 | 241 | 9,908,492.24 | 75,327.30 | 4,995,691.25 |
| 1913 | 39,287 | 40,622 | 21,350.65 | 24,537.56 | 1,672,525.93 | 3,298 | 2,236 | 217 | 12,110,978.06 | 76,468.30 | 5,359,211.04 |
| 1914 | 46,550 | 43,360 | 26,030.33 | 28,552.69 | 2,050,697.01 | 3,978 | 2,360 | 124 | 13,442,987.54 | 86,597.74 | 6,189,898.57 |
| 1915 | 51,207 | 46,079 | 30,141.68 | 30,970.32 | 2,244,963.69 | 4,218 | 2,489 | 129 | 13,834,839.12 | 111,839.97 | 6,836,241.52 |
| 1916 | 47,987 | 51,223 | 27,082.80 | 33,188.59 | 2,421,404.48 | 4,607 | 2,624 | 135 | 14,165,097.25 | 134,387.70 | 8,452,140.36 |
| 1917 | 54,182 | 53,545 | 30,697.64 | 34,677.23 | 2,620,085.54 | 5,133 | 2,773 | 149 | 14,468,014.29 | 150,690.62 | 9,069,982.43 |
| 1918 | 48,800 | 62,229 | 28,961.28 | 39,527.37 | 2,860,351.67 | 5,652 | 2,964 | 191 | 14,863,976.33 | 191,387.86 | 8,827,683.37 |
| 1919 | 53,238 | 68,329 | 31,334.04 | 43,441.56 | 3,560,317.58 | 4,902 | 3,106 | 142 | 15,892,920.05 | 224,971.07 | 9,990,849.44 |
| 1920 | 59,886 | 75,864 | 34,935.05 | 47,481.63 | 4,371,508.02 | 5,014 | 3,215 | 109 | 16,824,719.25 | 252,691.19 | 11,573,173.18 |
| 1921 | *56,361 | *67,967 | *39,122.17 | *50,179.18 | 5,213,011.25 | 5,320 | 3,301 | 86 | 18,055,485.21 | 301,364.86 | 12,558,363.17 |
| 1921-22 | 66,211 | 76,691 | 41,892.60 | 58,621.94 | 5,428,826.20 | 5,787 | 3,367 | 73 | 18,442,012.68 | 331,581.11 | 13,294,175.25 |
| 1922-23 | 67,730 | 80,315 | 44,110.73 | 61,253.16 | 5,411,486.95 | 5,669 | 3,388 | 27 | 18,068,293.17 | 337,289.08 | 14,580,843.29 |
| 1923-24 | 67,455 | 79,918 | 44,138.26 | 61,713.88 | 5,443,247.53 | 5,727 | 3,409 | 24 | 18,379,211.58 | 364,403.00 | 15,415,937.14 |
| 1924-25 | 68,175 | 79,621 | 44,709.80 | 63,170.36 | 5,477,156.27 | 4,864 | 3,431 | 22 | 18,651,314.66 | 366,113.20 | 17,270,654.21 |
| 1925-26 | 68,971 | 81,555 | 46,009.79 | 64,918.03 | 5,640,218.58 | 5,135 | 3,463 | 40 | 19,028,647.66 | 363,982.03 | 17,135,184.00 |
| 1926-27 | 73,942 | 80,438 | 49,826.69 | 65,298.09 | 5,899,839.00 | 5,380 | 3,515 | 50 | 19,689,044.57 | 369,992.98 | 17,982,511.66 |
| 1927-28 | 76,081 | 83,005 | 51,470.05 | 67,613.96 | 6,243,085.22 | 5,815 | 3,571 | 59 | 20,957,119.68 | 379,106.19 | 18,618,336.17 |
| 1928-29 | 77,665 | 87,185 | 53,803.64 | 69,676.29 | 6,586,973.98 | 5,827 | 3,640 | 75 | 22,399,686.67 | 381,024.94 | 19,606,227.19 |
| 1929-30 | 79,335 | 88,741 | 57,809.26 | 74,763.75 | 6,847,412.54 | 5,705 | 3,720 | 81 | 22,599,361.43 | 377,499.52 | 20,850,105.71 |
| 1930-31 | 80,116 | 88,614 | 61,226.27 | 75,446.72 | 6,741,826.03 | 5,844 | 3,755 | 40 | 23,251,971.83 | 381,971.83 | 21,676,640.17 |
| 1931-32 | 81,438 | 89,357 | 62,769.84 | 76,883.34 | 6,406,996.78 | 5,760 | 3,788 | 35 | 19,095,491.88 | 378,338.70 | 18,811,741.41 |
| 1932-33 | 83,384 | 88,061 | 64,210.35 | 75,625.98 | 5,734,956.41 | 6,050 | 3,734 | 20 | 18,424,568.96 | 368,557.00 | 19,358,778.66 |
| 1933-34 | 84,793 | 87,247 | 66,299.76 | 75,570.14 | 5,613,780.88 | 5,912 | 3,766 | 32 | 20,491,602.43 | 358,234.93 | 22,226,912.37 |
| 1934-35 | 84,099 | 83,855 | 64,672.32 | 71,440.05 | 5,668,078.81 | 5,911 | 3,812 | 53 | 18,777,598.98 | 362,187.78 | 21,387,642.06 |
| 1935-36 | 83,858 | 83,335 | 63,213.42 | 69,511.76 | 5,664,072.03 | 6,001 | 3,859 | 40 | 20,391,512.75 | 364,279.13 | 23,496,238.54 |
| 1936-37 | 84,090 | 83,860 | 63,467.96 | 69,641.12 | 5,893,852.44 | 6,130 | 3,926 | 56 | 18,004,290.00 | 356,519.44 | 20,756,827.94 |
| 1937-38 | 83,673 | 82,991 | 65,062.24 | 70,100.31 | 6,000,869.71 | 6,173 | 3,978 | 33 | 18,444,692.16 | 372,547.51 | 19,860,197.48 |
| 1938-39 | 82,468 | 80,773 | 67,464.39 | 70,727.46 | 6,376,876.24 | 6,176 | 3,992 | 24 | 20,936,080.47 | 351,475.12 | 21,208,944.69 |
| 1939-40 | 82,065 | 80,287 | 68,999.28 | 70,887.19 | 6,492,184.27 | 6,290 | 4,008 | 20 | 21,522,255.78 | 337,156.12 | 21,620,869.84 |
| 1940-41 | 84,165 | 79,260 | 67,847.78 | 67,537.90 | 6,004,415.81 | 6,388 | 4,005 | 8 | 22,004,852.88 | 388,091.41 | 22,325,532.17 |
| 1941-42 | 83,723 | 77,486 | 69,842.82 | 67,635.68 | 6,870,176.68 | 6,336 | 4,001 | 9 | 21,324,852.42 | 392,143.28 | 22,143,392.96 |
| 1942-43 | 79,470 | 78,036 | 61,550.90 | 65,662.81 | | 6,490 | 4,008 | 8 | | | |

*For the June Term only.

TABLE 34

SCHOOL DISTRICTS ESTABLISHED DURING 1943

| Name | No. | Date of Establishment | Township | Range | Meridian |
|---|---|---|---|---|---|
| Utikuma | 4904 | January 23rd | 78-79-80 | 12 | 5th |
| Benita | 4905 | July 21st | 14 | 13-14 | 4th |
| South Rolling Hills | 4906 | July 21st | 14 | 12-13 | 4th |
| Churchvelt | 4907 | September 27th | 63 | 6 | 4th |
| Montgomery | 4908 | September 28th | 8 | 2-3 | 4th |
| Lawrence Lake | 4909 | October 25th | 68-69 | 24-25 | 4th |
| Grovedale | 4910 | November 15th | 69-70 | 6 | 6th |
| Maryland | 4911 | November 29th | 86-87 | 6-7 | 6th |

TABLE 35

REPORT OF PRIVATE SCHOOLS FOR THE SCHOLASTIC YEAR ENDING JUNE 30th, 1943

Number of Colleges Reporting ..... 32

| | Male | Female | Total |
|---|---|---|---|
| Number of Teachers in residence | 42 | 70 | 112 |
| Number of Teachers not in residence | 24 | 29 | 53 |
| Number of Pupils in residence | 827 | 857 | 1,684 |
| Number of Pupils not in residence | 426 | 1,619 | 2,045 |
| Number of Pupils also enrolled in publicly controlled schools | 69 | 280 | 349 |
| Number of Pupils doing work of Elementary Grades | 598 | 668 | 1,266 |
| Number of Pupils doing work of Intermediate Grade | 311 | 477 | 788 |
| Number of Pupils doing work of Secondary Grades | 288 | 548 | 836 |
| Number of Pupils doing special work only | 56 | 783 | 839 |

| | |
|---|---|
| Schools under Control of: | |
| Total enrolment | 3,729 |
| Average Attendance | 3,387.23 |
| Average number of days school operated | 191 |
| Length of Course in years | 1 to 15 years |
| (a) Church | 13 |
| Corporation | 6 |
| Society | 4 |
| Private Individuals | 9 |
| (b) Religious Denominations | 23 |
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